LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willows Unified School District

CDS Code: 11-62661-0000000

School Year: 2024-25

LEA contact information:
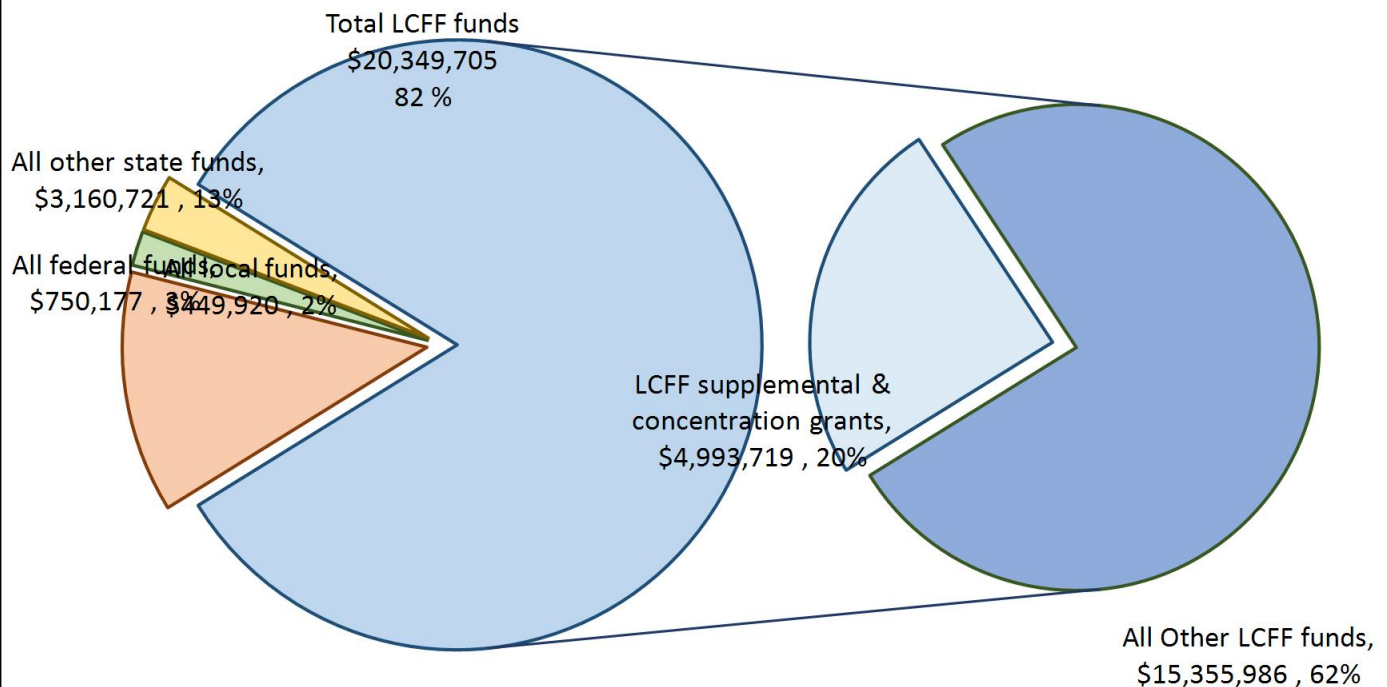
Emmett Koerperich

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 2024-25 School Year

Projected Revenue by Fund Source

- Total LCFF funds $20,349,705 82 %
- All other state funds, $3,160,721 , 13%
- All federal funds $750,177 , All local funds, $449,920 , 2%
- LCFF supplemental & concentration grants, $4,993,719 , 20%
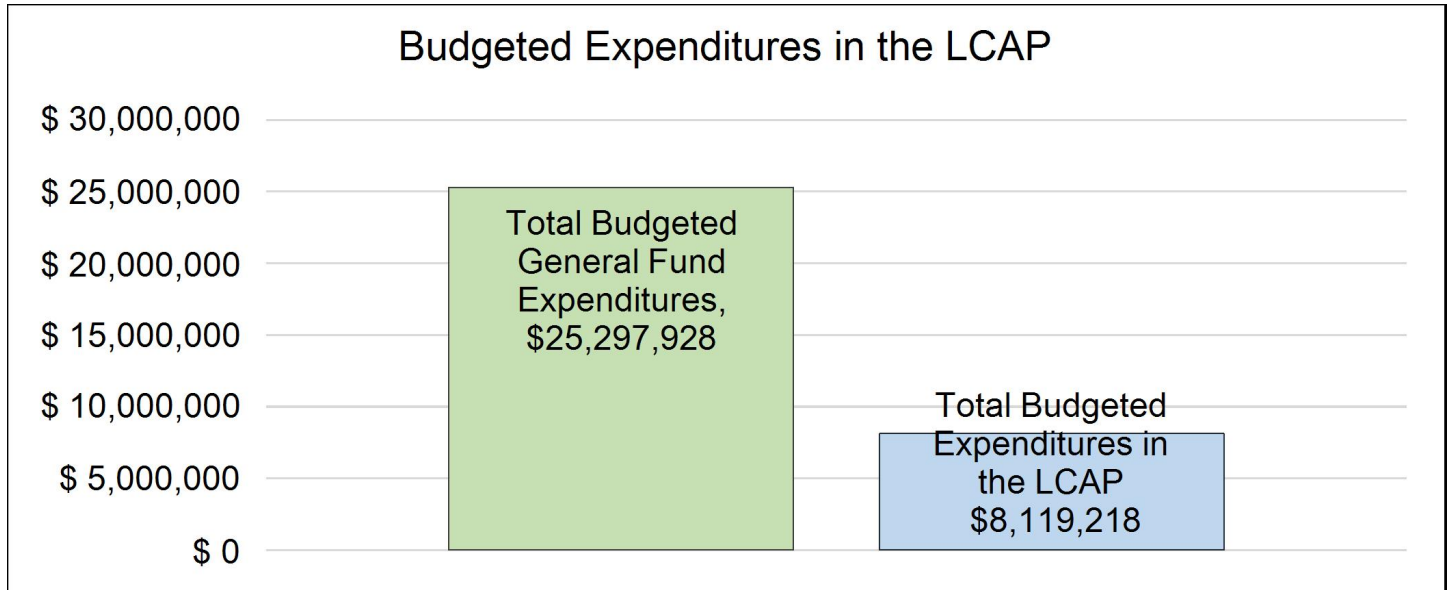- All Other LCFF funds, $15,355,986 , 62%

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 $24,710,523, of which $20,349,705 is Local Control Funding Formula (LCFF), $3,160,721 is other state funds, $449,920 is local funds, and $750,177 is federal funds. Of the

$20,349,705 in LCFF Funds, $4,993,719 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.

Budgeted Expenditures in the LCAP

$ 30,000,000	
$ 25,000,000	Total Budgeted General Fund Expenditures, $25,297,928
$ 20,000,000	
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $8,119,218
$ 5,000,000	
$ 0	

This chart provides a quick summary of how much Willows Unified School District plans to spend for 2024-25. 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 $25,297,928 for the 2024-25 school year. Of that amount, $8,119,218 is tied to actions/services in the LCAP and $17,178,710 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
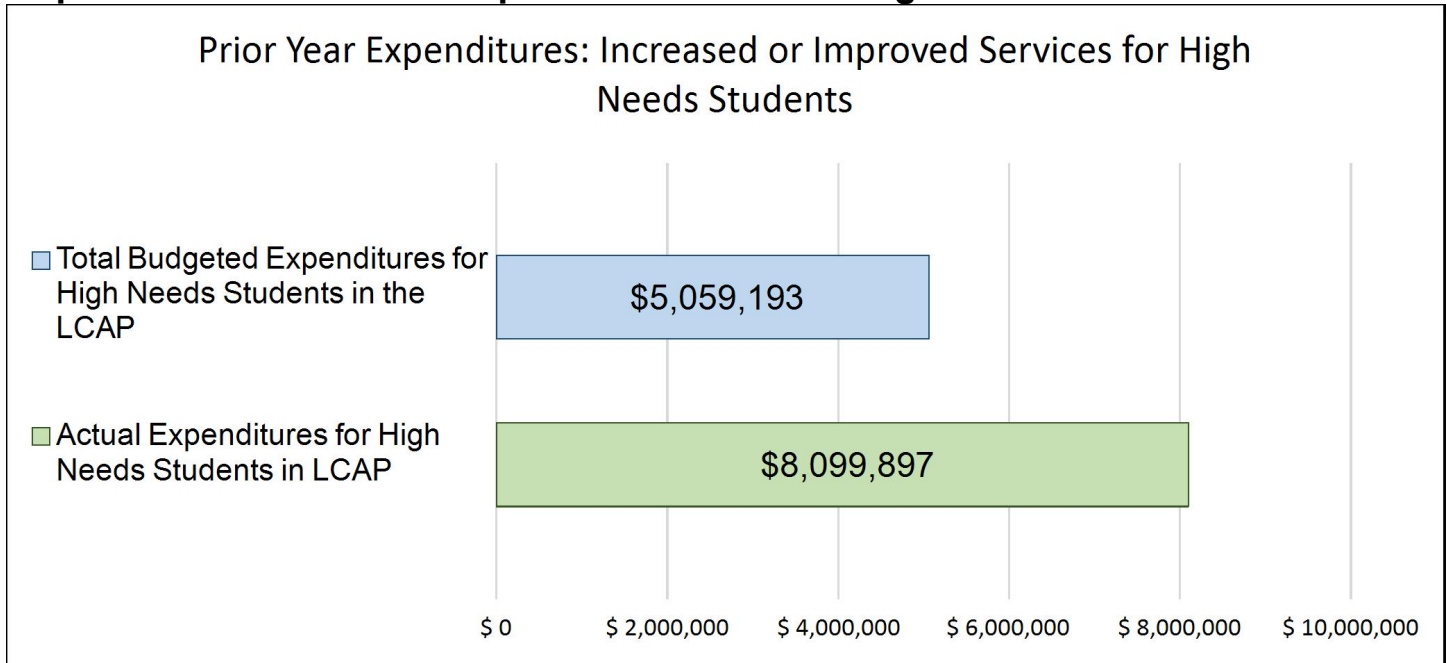
Administrative and operational costs not directly affecting student outcomes or services are not reflected in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Willows Unified School District is projecting it will receive $4,993,719 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 $5649612 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $5,059,193

Actual Expenditures for High Needs Students in LCAP — $8,099,897

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

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 2023-24, Willows Unified School District's LCAP budgeted $5,059,193 for planned actions to increase or improve services for high needs students. Willows Unified School District actually spent $8,099,897 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning - Establish a High Performing District Culture with Quality Teaching and Learning. (Priority 1 - Basic Services, Priority 2 - State Standards and Priority 7 - Course Access)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	100% of WUSD's 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.	100% pf WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subjects areas as indicated by the School Accountability report Card (SARC) and/or Williams Report.	100% of WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subjects areas as indicated by the School Accountability report Card (SARC) and/or Williams Report.	95% teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subjects areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report. WUSD currently has 3 teachers utilizing a STSP and one needing completion of their CTEL requirement.	100% of WUSD's 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.
Priority 1: Local Indicator/Instructional Materials	100% of students have sufficient access to State Standards-aligned materials.	100% of students have sufficient access to State Standards-aligned materials.	100% of students have sufficient access to State Standards-aligned materials.	100% of students have sufficient access to State Standards-aligned materials.	100% of students will have sufficient access to State Standards-aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Facilities in good repair	Based on our FIT reports, the average for our facilities are 97% safe and clean and equipment maintained and in good repair when utilized by students and staff members.	Based on FIT reports, the average of our facilities are 97% safe and clean and equipment maintained in good repair when utilized by students and staff members.	Based on FIT reports, the average of our facilities are 97% safe and clean and equipment maintained in good repair when utilized by students and staff members.	Based on FIT reports, the average of our facilities are 97.79% safe and clean and equipment maintained in good repair when utilized by students and staff members	Based on our FIT reports, WUSD would like the average for our facilities to be at 99% safe and clean and equipment maintained and in good repair when utilized by students and staff members.
Priority 2: Local Indicator/Implementation of State Standards/ELD	Local indicator rating is 4- Full Implementation of state standards.	Local indicator rating is 4- Full Implementation of state standards, as indicated on the LPI indicator tool.	Local indicator rating is 3-Initial Implementation of state standards, as indicated on the LPI indicator tool.	Local indicator rating is 3-Initial Implementation of state standards, as indicated on the LPI indicator tool.	WUSD would like to be at 5- Full Implementation and Sustainability for state standards.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Our ELD students are 36.16% met or exceeded the standards in ELA and are 22.85% met or exceeded the standards in Math as indicated on the CAASPP database.	Our ELD students are 4.83% met or exceeded the standards in ELA and are 2.73% met or exceeded the standards in Math, as indicated on the 2020/21 CAASPP database.	Our ELD students are 5.40% met or exceeded the standards in ELA and are 5.44% met or exceeded the standards in Math, as indicated on the 2021/22 CAASPP database.	Our ELD students are 3.66% met or exceeded the standards in ELA and are 9.15% met or exceeded the standards in Math, as indicated on the 2022/23 CAASPP database.	WUSD would like our ELD students to be 40% met or exceeded the standards in ELA and are 25% met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.
Priority 7: State Indicator/College/Career Indicator (HS only)	The District is 24.8% college/career prepared (2019) as indicated on the Dashboard.	The District is 41.7% college/career prepared (2021) as indicated on the Dashboard	Due to suspension of the CCI Indicator for the 2022 school year, WUSD offers some key components of the CCI Measures	The District is 58.6% college/career prepared (2023) as indicated on the Dashboard.	The District would like to be 30% or more college/career prepared as indicated on the 2023 Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			from the Dashboard Additional Reports for 2022 (A-G rate of 21.2% and CTE Completer rate of 35.6%)		
Priority 7: Local Indicator/A broad course of study	100% of our students are enrolled in a broad course of study, dependent a upon the grade level, as defined in the Education Code 51210 and 51220.	100% of our students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220.	100% of our students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220	100% of our students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220	100% of our students are enrolled in a broad course of study, dependent a upon the grade level, as defined in the Education Code 51210 and 51220.
Priority 7: Local Indicator/Programs/Services developed and provided to unduplicated pupils	100% of our students have access to nutrition and food services meeting the guidelines of 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 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 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 USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250	100% of the students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.
Priority 7: Local Indicator/Programs/Services developed and provided to individuals with exceptional needs	Our students with disabilities are 6.10% met or exceeded the standards in ELA and are 3.61% met or exceeded the standards in Math as indicated on the CAASPP database.	Our students with disabilities are 2.94% met or exceeded the standards om ELA and are 7.35% met or exceeded the standards in Math, as indicated on the 2020/21 CAASPP database.	Our students with disabilities are 7.58% met or exceeded the standards om ELA and are 3.08% met or exceeded the standards in Math, as indicated on the 2021/22 CAASPP database.	Our students with disabilities are 6.17% met or exceeded the standards om ELA and are 4.93% met or exceeded the standards in Math, as indicated on the 2022/23 CAASPP database.	WUSD would like our students with disabilities to be 8% met or exceeded the standards in ELA and are 5% met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Throughout the years of this LCAP, relative to the state and nation as a whole, staffing has been a significant challenge. With a diminishing pool of qualified, let alone highly-qualified candidates, ensuring WUSD hires and retains our staff has become a difficult, but high-priority. As a correlative, largely due to a shortage of substitutes, providing professional development through a pull-out model has equally been difficult. Regardless, using innovative measures, WUSD has provided essential professional development with the implementation of IMSE pedagogical practices for K-3, including classified support staff. Vertical articulation for grades 5-12 has made significant gains in addressing curriculum mapping and the identification of essential standards. Moreover, MTSS training, to include certificated and classified staff, continues as an active component being worked on during after-school hours.

The LEA utilized the following rating scales to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outline in Goal One supported the progress toward meeting the goal of providing a high-quality education with an aligned curriculum and instruction.
Action 1.2 (First and Second Year Teachers in CA Induction Program), Action 1.7 (Adopted Instructional Materials), Action 1.8 (Safety Committee Team), Action 1.9 (Nutrition), Action 1.11 (Student Services), and Action 1.13 (GCOE Tree Services)
Implementation Status: 5 – Full Implementation and Sustainability. WUSD has clear policies and procedures for participation and coaching of all first and second year teachers through the Center for Teacher Innovation (CTI). Hosted by Riverside County Office of Education, this program fosters and supports new teachers through a two-year coaching collaborative model, that aids in yielding a clear credential. In addition, WUSD has established clear policies and procedures in the adoption of curriculum, which includes an ongoing calendar in-line with the state's cycle of K-12 Curriculum Frameworks and K-8 Instructional Materials. Students and instructional staff are further supported through the employment of Library Media Techs, enhanced by the ongoing contracted services from Glenn County Office of Education. No substantive difference in planned action compared to the actual implementation.

Action 1.1 (Vertically Aligned and Articulated Curriculum), Action 1.5 (Implement District Formative Assessment Model), Action 1.10 (Professional Development for Student Information System), and Action 1.14 (Professional Development for SEL and UDL instructional practices)
Implementation Status: 4 – Full Implementation. WUSD has implemented ongoing articulations (grade-level and vertical) to identify grade-level "in's and out's", as well as Essential Standards; additional efforts are ongoing to capitalize on continued efforts. In addition, WUSD has implemented a formative benchmark assessment system which is scheduled for three times throughout the academic year for grade K-12; from which data is routinely reviewed. Moreover, WUSD has implemented a comprehensive professional development program, which has included certificated and classified staff in trainings surrounding IMSE (Science of Reading), UDL, SEL, as well as our student data management system (AERIES). Inclusive of all these initiatives and programs, efforts to provide ongoing professional development will continue. No substantive difference in planned action compared to the actual implementation.

Action 1.4 (Implementing Grading Practices Focused on Learning), Action 6 (Access to Technology and Project Based Learning), Action 1.15 (Professional Development to support effective ELD standards), and Action 1.16 (Student Services for Technical Skill/CTE Development)
Implementation Status: 3 – Initial Implementation. WUSD is in the initial stages of implementation for these actions. Seeking to build upon professional development activities in equitable and effective grading practices, WUSD staff have also implemented modest growth with development of project based learning activities. In addition to continuing professional development for instructional strategies to support our EL population, further emphasis is needed, to include identification, selection, and adoption of formal language development curriculum. With modest gains in CTE opportunities and experiences, WUSD continues to explore additional avenues for students to gain 21st Century employable skills and certifications. No substantive difference in planned action compared to the actual implementation.

Action 1.3 (Staffing for Data Driven Instructional Cycle and Action 1.12 (Sound Instructional Practices-Coaches
Implementation Status: 1 Exploration and Research Phase. Although heavily invested in the gathering and analysis of multiple measures, WUSD was not able to secure adequate staffing for an Intervention/Data Coach, to include one fulltime coach in mathematics and ELA, nor the part-time equivalents for each site. In addition, the Sound Instructional Practices (SIPs) coaching program proved to be extremely limited in time and effectiveness, largely due to the extraordinary circumstances following the COVID-19 pandemic. For the future LCAP, the district is implementing a different model of coaching, to be piloted in the 2024/25 school year and initially targeting the TK-6 grade-span.

In review of Goal #1: Establishing a High Performing District Culture with Quality Teaching and Learning (Priority 1 – Basic Services, Priority 2 – State Standards, and Priority 7 – Course Access):

Over the three-year course of the Local Control Accountability Plan (LCAP), Willows Unified School District (WUSD) has made significant foundational gains in creating and nurturing a high-performing district culture with quality teaching and learning. This is evidenced by the successful completion of four of the nine metric indicators related to this goal. Chief among these efforts, the astounding success of increasing college and career preparedness, as indicated on the California School Dashboard for C.C.I., demonstrates 136.29% growth from the 2020 baseline; which in and by itself, highlights the tremendous impact of our efforts in this goal. However, we acknowledge those five metric indicators which are left unresolved, including; ensuring the equity of achievement for all students (i.e., students with disabilities, English Learners, socio-economically disadvantaged students, etc.), through a highly-qualified instructional staff that are appropriately assigned and credentialed. In addition, WUSD needs to continue with our priority endeavor to design and implement with fidelity, courses and instructional pedagogy that is standards aligned, as well as culturally relational and responsive.

While we celebrate our growth, we must also acknowledge the challenges we face, for it is through overcoming obstacles that we achieve true progress. Thus, the outcomes for Goal #1 highlight several areas that need improvement or continued focus. Listed below or those key areas that present challenges or need for further attention.

Teacher Credentialing:
Current Status: 95% of teachers and staff are appropriately assigned and credentialed, falling short of the desired 100%.
Action Needed: Continue to innovate in support for retention of staff, while ensuring that intern and first-year teachers complete their certification requirements and address any gaps in credentialing to achieve the goal of 100%.

Facilities in Good Repair
Current Status: The mid-year outcome for facility safety and cleanliness is 97.79%, slightly below the desired 99%.
Action Needed: While supporting ongoing modernization projects, focus on the remaining areas that need improvement to meet the 99% target, ensuring all facilities are maintained to the highest standards.

Implementation of State Standards
Current Status: Local indicator rating is at 3 (Initial Implementation) rather than the desired 5 (Full Implementation and Sustainability).
Action Needed: Continue efforts to fully implement and sustain state standards, particularly focusing on English Language Development (ELD) standards.

Performance of ELD Students
Current Status: Only 3.66% of ELD students met or exceeded standards in ELA, and 9.15% in Math, which is significantly below the desired 40% in ELA and 25% in Math.
Action Needed: Intensify support and interventions for ELD students to improve their academic performance, ensuring access to effective and engaging instructional practices and resources.

College/Career Preparedness
Current Status: The district's college/career preparedness is at 58.6%, with the desired outcome being 30% or more.
Action Needed: Continue to develop and expand college and career readiness programs, ensuring students are well-prepared for post-secondary education and careers.

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

There were no material or substantive differences in the actions for this goal.

WUSD utilized the following rating scales to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective

The actions outlined in Goal #1 helped to make progress towards WUSD's goal of: In support of an effort to establish a high-performing district culture with quality teaching and learning at WUSD. This effort fosters an environment where all students thrive academically and personally. A strong district culture ensures best practices, promotes professional development, and encourages educator collaboration. By prioritizing excellence in teaching, we meet diverse student needs, prepare them for future challenges, and support their success. This commitment upholds high educational standards and empowers every student to reach their full potential.

Actions: Action 1.5: Implement District Formative Assessment Model, Action 1.6: Access to Technology and Project-Based Learning, Action 1.7: Adopted Instructional Materials, Action 1.8: Safety Committee Team, Action 1.9: Nutrition, Action 1.10: Professional development for Student Information Systems, Action 1.11: Student Services, and Action 1.13: GCOE TREE Services.
Effectiveness of Action(s): Effective
Metric(s):Instructional Materials, CCI Indicator, Local Indicator for a broad course of study, Local Indicator for programs and services developed and provided to unduplicated students
WUSD has observed progress towards school safety, student access to state-aligned curriculum, professional development for the SIS, and direct services for nutrition for our students; using the following measures in 2022/23:

- Increased student access to state aligned curriculum, through the adoption of science (K-8), social studies (K-5), and high school Spanish curriculums. In addition, continued support of site libraries through staffing and GCOE TREE services, provides access to teachers and students for up-to-date and engaging supplementary
resources.
- Placing an emphasis on CTE pathway completion, Dual Enrollment, and credit recovery opportunities; WUSD has made substantial growth in our College and Career Indicator (CCI), moving from a baseline of 24.8% to 58.6% in 2023. This represents a positive change or increase of 13.29%.
- Maintained a rate of 100% of our students being enrolled in a broad course of study, as defined in EC 51210 and 51220
- Through substantial modernization of facilities and upgrading of menu selections, WUSD continues to enhance our nutritional services, while maintaining access for all students to nutritional meals in accordance with the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB250.
- Capitalizing on the transition to 1:1 technology for our staff and students, WUSD has invested in the technology infrastructure to sustain positive growth in access and safety needs for all sites. In addition, through the ongoing work of our WUSD Safety Team (which includes site, unit, and community representatives), significant upgrades
have been made (window coverings, camera systems, fencing, entry gates with camera systems that allow for automated entry).
Analysis Statement: Although these actions were effective in supporting the development of an high-performing district culture, as evidenced by physical upgrades, modernizations, and a high rate of increase in our CCI; continued development is required. In collaboration with our

educational partners, there is a collective agreement that a continued focus on these efforts through the new three-year cycle, will continue to provide growth in our district culture and yield excellence in teaching and learning, while meeting our diverse student needs, prepare them for future challenges, and support their success.

Actions: Action 1.1: Vertical Aligned and Articulated Curriculum, Action 1.2: First and Second Year Teachers in CA Induction Program, Action 1.4: Implement Grading Practices Focused on Learning, Action 1.14: Professional Development, Action 1.15: Professional Development, and Action 1.16: Student Services for Technical Skill/CTE Development.
Effectiveness of Action(s): Somewhat Effective
Metric(s): Local Indicator/Teacher credentialing, Local Indicator/Facilities in good repair, Local Indicator/Implementation of state standards/ELD, Local Indicator/Programs/Services developed and provided to individuals with exceptional needs, CAASPP and ELPAC results

- While making significant progress in vertical alignments and articulation (K-12), this action requires continued and ongoing efforts to ensure the sustainability of a guaranteed and viable curriculum for all students. With the ongoing support from the CIA Advisory, these collaborative enterprises have become a consistent process, with an

understanding of the depth required and need for ensuring increased fidelity to the state standards (current LPI rated as a 4). Moreover, for our EL curricular alignment, we are LPI rated as a 3. Although CCI rates have significantly increased, continued efforts are needed to ensure academic achievement growth for all students. Overall,
ELA meets or exceeds = 23.79%, while the overall math meets or exceeds is at 18.02%. These results for our SWD (6.17% and 4.93% respectively) and EL (3.66% and 9.15% respectively) students continue be significantly lower. Thus, continued efforts in this vein are a priority.

- Ensuring that WUSD maintains a high-qualified staff that is appropriately assigned and credentialed for their subject area, remains a substantial challenge. Given the lack of an available pool of fully credentialed teachers, compounded by a post-pandemic higher rate of turnover, WUSD has had to rely upon heavy recruitment and the

hiring of inexperienced and intern teachers. Regardless, WUSD remains committed to providing the needed support for all first and second year teachers, through the RCOE Center for Teacher Innovation (CTI) induction program.

- Development of a formalized and targeted professional development program, addressing the needs identified through analysis of assessment data, continues to be refined to suit our contexts. Through root cause analysis with educational partners, due to the low-scores for our EL and SWD students, targeted professional development

is planned to address the lack of growth for these student groups. In addition, the adoption and implementation of a formal EL curriculum (K-12), supported by district-wide professional development with research-based GLAD-like strategies, is planned.
Analysis Statement: Although these actions have been implemented, continued refinement, focus, and persistence is needed to realize greater success. In collaboration with our educational partners (teachers, staff, parents, and community), there was agreement to continue these actions in the next three-year cycle with an emphasis in additional actions to target the lowest scoring domains for EL and SWD students. Moreover, WUSD and our educational partners see the reduction of Chronic Absenteeism as a priority to improving student outcomes.

Actions: Action 1.3: Staffing for Data Driven Instructional Cycle, and Action 1.12: Sound Instructional Practices-Coaches
Effectiveness of Action(s): Not Effective
Metric(s): CAASPP Results, NWEA Map Growth results, Observation data

- Due to the shortage of qualified applicants, WUSD was unable to complete this action for the 2023/24 school year. In response, the intervention staff at MES collaborated with the instructional staff at MES, to provide additional support in the identification of students in need, as well as strategies to promote academic recovery and growth.

Despite these efforts, MES academic achievement continues to be stagnant, with 16.5% meets or exceeds standards in ELA and 18.09% meets or exceeds standards in math. Thus, believing in the value in the use of multiple measures and coaching for instructional growth, in the next three-year cycle this action has been amended.

- Despite WUSD's ongoing support for SIPs coaches at each site, this coaching program has had a limited impact on students' academic achievement. This is mainly due to the structure of the coaching model and the numerous responsibilities and time constraints faced by both teachers and coaches. Recognizing the value of using

multiple measures and coaching for instructional growth, this action has been amended for the next three-year cycle.

Analysis Statement: With the feedback and input from students, staff, and community; there was a consistent agreement in striving for student engagement, academic recovery, and the need to elevate academic expectations. Moreover, with a consistent recognition that using multiple measures and an instructional coaching model in education is invaluable in our context and for improvement. These approaches have been amended, combined to provide for a formalized Instructional Coaching program (TK-6 as a pilot effort), to collaborate with teachers in the analysis of data and instructional methodologies to improve student learning outcomes. In this format, to goal is to enhance teaching quality, address individual student needs, and drive overall academic success; in distinct alignment with this goal.

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

To enhance the depth of analysis for the metrics, additional data was incorporated wherever available. This included detailed data for our unduplicated groups, allowing for more comprehensive and accurate insights. Consequently, some metrics were adjusted to reflect this expanded dataset. Additionally, some metrics were subdivided into more specific categories. For example, instead of combining English and math scores into a single metric for meets or exceeds standards, we separated this data into two distinct metrics for a clearer analysis.

Action 1.3 was revised from a Data Coach role to an Instructional Coach role. This position now includes not only gathering and disseminating data but also collaborating with teachers (TK-6) to enhance student learning outcomes and instructional methodologies. Therefore, with this coaching model Action 1.12 (in the 2023/24 LCAP) has been removed.
Action 1.5 was updated to enhance the district's formative assessment model. This revision includes providing professional development in formative assessment techniques, data analysis, intervention planning, and instructional guidance.
Action 1.7 was updated, in order to show that we have developed a curriculum calendar which now needs to be maintained.

New Actions (for 2024/25 LCAP):
Action 1.16: Inspiring Writers-Strategies for Enhancing ELA Writing Instruction has been added to address ELA deficiencies identified as "red" categories on the California School Dashboard. The writing domain was the lowest domain-area in our ELA scores, for the three sites identified (WUSD, MES, and WIS).

Action 1.17: Mastering Math-Strategies for Strengthening Concepts and Procedures has been added to address mathematics deficiencies identified as "red" categories on the California School Dashboard. The Concepts & Procedures domain was the lowest domain-area in our math scores, for the three sites identified (WUSD, WIS, and WHS).

Action 1.18: Empowering English Learners-Enhancing Problem-Solving Proficiency in Mathematics has been added to address mathematics deficiencies identified as "red" categories on the California School Dashboard. The Concepts & Procedures domain was the lowest domain-area for EL students in our math scores, for WUSD EL students.

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

Goals and Actions

Goal

Goal #	Description
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. (Priority 4 - Pupil Achievement and Priority 8 - Other Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/ ELA SBAC results.	WUSD is 30.98% met or exceeded the standards in ELA as indicated on the CAASPP database.	WUSD (grades 3-8) is 24.25% met or exceeded standards in ELA as indicated on the CAASPP database for 2020/21.	WUSD (grades 3-8) is 20.1% met or exceeded standards in ELA as indicated on the CAASPP database for 2021/22.	WUSD (grades 3-8) is 20.1% met or exceeded standards in ELA as indicated on the CAASPP database for 2022/23.	WUSD would like to be 40% or higher met or exceeded the standards in ELA as indicated on the 22-23 CAASPP database.
Priority 4: State Indicator/Academic Indicator/Mathematics SBAC results.	WUSD is 19.58% met or exceeded the standards in Math as indicated on the CAASPP database.	WUSD (grades 3-8) is 18.5% met or exceeded standards in Math as indicated on the CAASPP database for 2020/21.	WUSD (grades 3-8) is 16.5% met or exceeded standards in Math as indicated on the CAASPP database for 2021/22.	WUSD (grades 3-8) is 17.2% met or exceeded standards in Math as indicated on the CAASPP database for 2022/23.	WUSD would like to be 28% or higher met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	WUSD ELs are at 49% making progress towards English language proficiency from the 2019 Dashboard.	Assessment results used to produce the Academic Indicator and the English Learner Progress Indicator (ELPI) were	WUSD ELs are at 51.9% making progress towards English language proficiency from the 2022 Dashboard. For	WUSD ELs are at 47.5% making progress towards English language proficiency from the 2023 Dashboard. For	WUSD would like our ELs at 60% making progress towards English language proficiency from the 2023 Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		not available in 2020 due to the suspension of the: California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments of California (ELPAC). ELs earning: 1's = 19.4%, 2's = 38.8%, 3's = 32.1% and 4's = 9.7% on the 2020/21 Summative ELPAC.	the 2021/22 year Summative ELPAC, ELs earning: 1's = 15% 2's = 41.8% 3's = 30.2%, and 4's = 13% on the 2021/22 Summative ELPAC	the 2022/23 year Summative ELPAC, ELs earning: 1's = 17.28% 2's = 35.66% 3's = 34.93%, and 4's = 12.13% on the 2022/23 Summative ELPAC	
Priority 4: State Indicator/Academic Indicator/Summative ELPAC proficiency rates	WUSD ELs taking the Summative ELPAC are 8.40% Proficient as indicated on the CAASPP/ELPAC database.	WUSD ELs taking the Summative ELPAC are 9.7% Proficient, as indicated on the CAASPP/ELPAC database for 2020/21.	WUSD ELs taking the Summative ELPAC are 13% Proficient, as indicated on the CAASPP/ELPAC database for 2021/22.	WUSD ELs taking the Summative ELPAC are 12.13% Proficient, as indicated on the CAASPP/ELPAC database for 2022/23	WUSD would like our ELs taking the Summative ELPAC to be 12% Proficient as indicated on the 22-23 CAASPP/ELPAC database.
Priority 4: State Indicator/Academic Indicator/Reclassification rates.	WUSD reclassification rate for ELs is 17.1% as indicated on 19-20 Dataquest-EL Annual RFEP Counts.	WUSD reclassification rate for ELs is 2.7% as indicated on 2020/21 Dataquest-EL Annual RFEP Counts.	WUSD reclassification rate for ELs is 17.0% as indicated on 2021/22 Dataquest-EL Annual RFEP Counts	WUSD reclassification rate for ELs is 17.1% as indicated on 2022/23 Dataquest-EL Annual RFEP Counts	WUSD would like our reclassification rate for ELs to be 20.1% or higher as indicated on the 2023 Dataquest-EL Annual RFEP Counts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/AP pass rate	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 7% as indicated on the 2018-19 College Board Reports.	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 5.3%, as indicated on the 2020/21 College Board reports.	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 10.6%, as indicated on the 2021/22 College Board reports.	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 27.5%, as indicated on the 2022/23 College Board reports.	WUSD would like our students passing with a 3, 4, or 5 overall on the Advanced Placement Test to be 10% or more as indicated on the 2022-23 College Board Reports.
Priority 4: State Indicator/College and Career Indicator/EAP-11th grade SBAC results	WUSD 11th grade SBAC scores in ELA is 51.33% met or exceeded the standards and Math is 15.18% met or exceeded the standards as indicated in the 2018-2019 CAASPP test results.	WUSD 11th grade SBAC scores in ELA is 47.36% met or exceeded the standards and Math is 13.04% met or exceeded the standards, as indicated in the 2020/21 CAASPP test results.	WUSD 11th grade SBAC scores in ELA is 37.7%% met or exceeded the standards and Math is 20.1% met or exceeded the standards, as indicated in the 2021/22 CAASPP test results.	WUSD 11th grade SBAC scores in ELA is 41% met or exceeded the standards and Math is 21% met or exceeded the standards, as indicated in the 2022/23 CAASPP test results.	WUSD would like our 11th grade SBAC scores in ELA to be 54.33% or higher met or exceeded the standards and Math to be 18.18% or higher met or exceeded the standards as indicated in the 2022-2023 CAASPP test results.
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/Career pathway completion	WUSD students who graduate completing a CTE pathway sequence is 66 students as indicated on the 19-20 Aeries Gradebook.	WUSD students who graduated completing a CTE pathway sequence is 61 students for 2020/21, as indicated in the CALPADS database (3.19).	WUSD students who graduated completing a CTE pathway sequence is 73 students for 2021/22, as indicated in the CALPADS database (3.19).	WUSD students who graduated completing a CTE pathway sequence is 77 students for 2022/23, as indicated in the CALPADS database (3.19).	WUSD would like the number of students who graduate completing a CTE pathway sequence to be 81 students or more as indicated on the 2023-2024 Aeries Gradebook.
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/Dual	Willows High School number of attendees in a junior college program is 8.5% (42	Willows High School number of attendees in a junior college program is 23.7%	Willows High School number of attendees in a junior college program is 43.8%	Willows High School number of attendees in a junior college program is 48.7%	Willows High School would like the number of attendees in a junior college program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment completion rate	students) as indicated on the 2020-2021 class rosters.	(117 students), as indicated on the 2021/2022 class rosters.	(207 students), as indicated on the 2022/2023 class rosters.	(231 students), as indicated on the 2023/2024 class rosters.	to be 57 students as indicated on the 2023-2024 class rosters.
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/A-G course completion	WUSD students graduating with A-G requirements is 28% total, as indicated on 2018-2019 Dataquest.	Utilizing the four-year adjust grad cohort in Dataquest, WUSD students graduating with A-G requirements is 41.7% for 2021	Utilizing the four-year adjust grad cohort in Dataquest, WUSD students graduating with A-G requirements is 21.2% for 2022.	Utilizing the four-year adjust grad cohort in Dataquest, WUSD students graduating with A-G requirements is 25.6% for 2023.	WUSD would like to see students graduating with A-G requirements be 86% or higher, as indicated on the 2022-2023 Dataquest.
Priority 8: Local Indicator/Other student outcomes (Local Assessments, Interims, Maps, etc.)	WUSD is at a 98% participation rate in ELA and Math testing as indicated in 2019 Dataquest's Participation rate.	WUSD participation rate in ELA and Math testing is: 94% in ELA and 92.8% Math, as indicated in Dataquest's Participation rate	WUSD participation rate in ELA and Math testing is: 95% in ELA and 96% Math, as indicated in Dataquest's Participation rate.	WUSD participation rate in ELA and Math testing is: 98% in ELA and 98% Math, as indicated in Dataquest's Participation rate.	WUSD would like to maintain a 98% or better participation rate in ELA and Math testing as indicated in 2023 Dataquest's Participation rate.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In review 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.

Goal #2 aims to ensure that all students have access to grade-level classes and that high school students are enrolled in college or academic/CTE aligned course sequences. Additionally, at-risk students are identified by certificated staff using various assessments to provide academic support at each site. Over the three-year course of the Local Control Accountability Plan (LCAP), Willows Unified School District (WUSD) has made notable gains related to Goal #2, but realize the need for continued efforts in this vein. As an emphasis within this goal, efforts and expectations in meeting the needs of "ALL" students to demonstrate grade-level growth and proficiencies, must continue to be addressed.

The actions outlined in Goal #2 supported the progress towards ensuring students have access to grade-level classes and are enrolled in college or academic/CTE aligned course sequences, with specific support for at-risk students. By addressing these needs, WUSD can better support students achieving their goals and ensuring equitable access to a high-quality education. The current mid-year outcomes for Goal #2 highlight the need for continued focus on improving ELA and Math proficiency levels, especially for unduplicated student groups. Enhanced support for at-risk students and ongoing professional development for teachers are crucial for achieving the desired outcomes. The district must address the identified challenges to ensure all students have access to quality education and are prepared for future academic and career success.

WUSD utilized the following rating scales to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on analysis of both inputs from educational partners and metrics.

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

Action(s): Action 2.12: Strategic Support for At Risk Students, Action 2.24: Student Support Services, Action 2.27: Opportunity Program, Action 2.29: Student Support Services, and Action 2.30: Support for After-School Program
Implementation Status: 5 – Full Implementation and Sustainability.
WUSD has implemented and sustained a formal Independent Study program, with clearly defined policies and procedures, to ensure instructional options for students in need of that alternative learning model. Through the 2021/22 school year, WUSD employed two, fully credentialed LTIS teachers to provide this instructional option for our community. Despite the declining demand for LTIS, WUSD has continued to maintain one FTE, dedicated to this program. In addition, WUSD has invested in student support services by increasing the number of paraprofessionals, the number of workdays and hours of employment for classified instructional staff, to work with students in support of their academic growth. This includes staffing for our Opportunity program at both, WIS and MES. Moreover, in support of our after-school program, WUSD has removed the student-cap to ensure that any student who wishes to participate in this extended-day program, may enroll in the program.

Action(s): Action 2.1: ELD Students, Action 2.3: Training for all Test Site Administrators, Action 2.5: Strategic Support for At Risk Students-ELA and Math, Action 2.13: Strategic Support for At Risk Students-ELA and Math, Action 2.19: ELD Students, Action 2.20: Foster/Homeless Youth Services, Action 2.21: Implement College and Career Readiness Curriculum, Action 2.23: Implement College and Career Readiness Curriculum, Action 2.25: Testing Materials and Supplies, Action 2.26: CTE Pathways, Action 2.28: Support for After-School Program, and Action 2.31: Support of Technology Access.
Implementation Status: 4 - Full Implementation.
In support of our ELD students, WUSD was able to provide additional instructional aide support , dedicating three staff at MES, two at WIS, and two at WHS. In addition, to address the current need of our EL students and rising number of "newcomer" students, WUSD added supplemental support through purchasing and implementing additional Rosetta Stone portals. Further WUSD support through an established team for our unduplicated students (homeless/foster), as evidenced through the distribution of necessary resources (i.e., school materials and supplies, transportation, personal care items, internet access, etc.) has been fully implemented. In addressing the needs of at-risk students, WUSD has maintained a commitment to supporting small-class sizes at MES, ensuring first-best instruction. Moreover, for those

students who need to recover credit, WUSD has fully implemented the Edgenuity platform to support credit recovery and LTIS students. Additional support for our After-school program, providing opportunities for SPARK staff professional development, as well as materials and supplies required for engaging our parents; further supports our unduplicated students beyond the instructional day. In addition, the continued support in providing access to current technology tools and access through a standardized device rotation schedule, infrastructure upgrades, and a revamped tech services team; provides critical access for all. While WUSD did hire resident substitutes throughout the 2021/22 school year, this action was discontinued. With the implementation of our College and Career curriculum, WUSD has maintained a focus in providing two years of professional development in Hatching Results and Get Focused-Stay Focused, with ongoing planned training and support for our instructional staff, counselors, and career techs. Our consistent investigation and implementation of new CTE pathways is a continuous effort, which has yielded the addition of one additional pathway (construction). Finally, in addressing the annual training needs for test site coordinators, WUSD annually updates all materials and trains all test site coordinators to prepare them and site staff for a smooth and successful testing season. In addition, WUSD continues to provide all necessary support for the purchasing of equipment, materials, and supplies to support student achievement (i.e., headphones, snacks, student incentives, consumables, etc.) in planning, preparing for, and completing student testing.

Action(s): Action 2.2: Strategic Support for At Risk Students, Action 2.4: Strategic Support for At Risk Students-ELA and Math, Action 2.6: Strategic Support for At-Risk Students-ELA and Math, Action 2.7: Strategic Support for At Risk Students-ELA and Math, Action 2.9: Strategic Support for At-Risk Students-ELA and Math, Action 2.10: Strategic Support for At Risk Students-ELA and Math, Action 2.16: Strategic Support for At Risk Students-ELA and Math, Action 2.17: Strategic Support for At Risk Students-ELA and Math, Action 2.18: ELD Students, and Action 2.22: Implement College and Career Readiness Curriculum
Implementation Status: 3 - Initial Implementation. The initial implementation of these actions is largely due to staffing challenges, which has limited the effectiveness of these efforts.
The ability for WUSD to reach the full implementation level with these actions has been challenging. The lack of credentialed and highly-qualified candidates has hindered these efforts. A prime example is our planned implementations for interventions throughout the district. While WUSD has employed one math and two ELA intervention teachers at MES, WIS currently does not have one math and one ELA intervention teacher. Moreover, WIS and WHS does not currently have the adequate staffing for one ELA Lab and one Math Lab, at each site. While WUSD did hire resident substitutes throughout the 2021/22 school year, this action was discontinued in favor of relying upon a broader pool of substitutes. Dealing with this sporadic and inconsistent nature of adequate staffing has also impacted the consistency of our efforts to provide Saturday School and Anytime School opportunities for credit and ADA recovery, as well as intervention. Capitalizing upon our Tier 1 intervention program and the limited capacity for our Tier 2, WUSD has leaned upon acquired supplemental resources (i.e., FOCUS, IMSE, Dibels, Reflex Math, Get More Math, No Red Ink, Flocabulary, etc.) to support our interventions. WUSD remains committed to continuing to review, analyze, and build upon this initial implementation for student interventions. Moreover, in consideration of our EL students and programs, WUSD has provided increased support for materials and resources to increase the successful outcome for out EL students. Planned growth in this vein will include a K-12 adoption of a formal ELD curriculum, as well as district-wide training for GLAD-style instructional methodologies. For the implementation of the My10YearPlan and Get Focused-Stay Focused programs, while the materials have been purchased and implemented at the high school, continued fidelity to strengthening of the program at WIS are ongoing. Our experience and learning through the Hatching Results trainings over the last two years, have been instrumental in developing the support needed for this College and Career initiative.

Action(s): Action 2.8: Strategic Support for At Risk Students -ELA and Math, Action 2.11: Strategic Support for At Risk Students-ELA and Math, Action 2.14:Strategic Support for At Risk Students-ELA and Math, and Action 2.15: Strategic Support for At Risk Students-ELA and Math.
Implementation Status: Beginning Development.
Similarly to the aforementioned Initial Implementation actions above, largely due to the shortage of qualified applicants, providing WIS and WHS Back to School "Boot Camps" has not come to fruition. With the planned action of implementing READ180 or other similar supplemental program, WUSD did not purchase Read180 in favor of IMSE and other literacy supplemental materials. In addition, with our ongoing modernization efforts still under construction and with the movement of our 5th grade from MES to WIS, the purchasing of furniture and intervention classroom materials to support small group interventions remains in the planning stage.

Throughout the three-year course of this Local Control Accountability Plan (LCAP) Willows Unified School District (WUSD) has made significant gains to ensure all students have access to grade-level classes and that high school student are enrolled in academic/CTE aligned course sequences. Paramount in this effort is the initiative for certificated staff to use a multiple measures approach in quickly identifying students who may be at-risk, in order to provide the necessary academic support they need. Emerging from the pandemic, this strategic plan proved to be an ambitious endeavor, hampered by the dynamics of recovery from the global pandemic. WUSD persistence prevailed in yielding tremendous percentage growth of a 292.9% increase in students passing an AP exam with a 3, 4, or 5, over the baseline rate of 7%. In addition, a percentage growth of 472.9%, from the baseline of 8.5%, of WHS attendees in a junior college program is outstanding! This is in addition to the notable growth in the percentage rate of 533.3% increase in the district RFEP rate, from 2020/21 (the first post-pandemic year). A growth in academic perseverance that is admirable, yet WUSD acknowledges the challenges that we face and remain fiercely committed to overcoming these obstacle through continuous improvement. Thus, the outcomes for Goal #2 highlight several significant areas for improvement. Listed below are those key areas that present needs that require further attention:

ELA Student Achievement
Current Status: With 23.79% scoring meets or exceeds standards, which is 22.87% below the state average for unified districts. Moreover, the following students groups are identified as a "red" category on the CA School Dashboard for this measure: WUSD (all students, Hispanic, Asian, EL, SWD, and EL), MES (all students, Hispanic, SED, and EL, and WIS (Hispanic, EL, and SED).
Action Needed: Continued focus on curricular alignment, with targeted professional development for attacking the writing domain (lowest domain in ELA) and instructional methodologies.

Math Student Achievement
Current Status: With 18.02% scoring meets or exceeds standards, which is 16.6% below the state average for unified districts. Moreover, the following students groups are identified as a "red" category on the CA School Dashboard for this measure: WUSD (all students, Hispanic, SWD, SED), WIS (all students, Hispanic, EL, SWD, SED), and WHS (Hispanic, SED).
Action Needed: Continued focus on curricular alignment, with targeted professional development for attacking the Concepts & Procedures domain (lowest domain in math) and Problem Solving domain (for EL students districtwide), as well as instructional methodologies.

EL Academic Achievement

Current Status: With WUSD EL students scoring 3.66% meets or exceeds standards in ELA and 9.15% meets or exceeds standards in math, a mark below the state average for unified districts scoring 12.28% for ELA .

Action Needed: Continued focus on curricular alignment, to include integration of ELD standards within the core. In addition, targeted professional development for attacking key areas (language acquisition, writing domain, and reading domain), GLAD-type (Guided Language Acquisition Design) instructional methodologies, and intensifying support and interventions for ELD 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.

There were no material or substantive differences in the actions for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

WUSD utilized the following rating scales to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective

The actions outlined in Goal #2 helped to make progress towards WUSD's goal of: Ensuring students have access to grade-level classes and are enrolled in college or academic/CTE aligned course sequences, with specific support for at-risk students. By prioritizing these actions, WUSD will not only enhance its ability to support students in achieving academic excellence, but will ensure equitable access to a high-quality education. This focused effort will help create an inclusive learning environment where all students, regardless of their background, have the resources and opportunities needed to succeed. Through targeted interventions and strategic improvements, WUSD can foster academic achievement and better prepare students for future success.

Action(s): Action 2.1: ELD Students, Action 2.3: Training for All Test Site Administrators, Action 2.4: Strategic Support for At-Risk Students-ELA and Math, Action 2.5: Strategic Support for At-Risk Students-ELA and Math, Action 2.7: Strategic Support for At-Risk Students-ELA and Math, Action 2.9: Strategic Support for At-Risk Students-ELA and Math, Action 2.12: Strategic Support for At-Risk Students-ELA and Math, Action 2.13: Strategic Support for At-Risk Students-ELA and Math, Action 2.20: Foster/Homeless Youth Services, Action 2.21: Implement College and Career Readiness Curriculum, Action 2.22: Implement College and Career Readiness Curriculum, Action 2.23: Implement College and Career Readiness Curriculum, Action2.24: Student Support Services, Action 2.26: CTE Pathways, Action 2.28: Support for After School Program, Action 2.29: Student Support Services, Action 2.19: ELD Students, Action 2.30: Action 2. Action 2.31: Support of Technology Access

Effectiveness of Action(s): 3-Effective

Metric(s): CCI Indicator/CTE Pathway Completion, A-P pass rates, Participation in a Junior College Program rate, Graduation Rate, Dropout

Rate

WUSD has experienced modest growth in the implementation and use of interventions and supplemental programs, as evidenced by:

- Decrease in dropout rates from 66.5% in the baseline year of 2019/20, to 2.8% in 2022/23
- Increase in students completing a CTE pathway, from 66 in the baseline year of 2019/20, to 77 in 2022/23
- Increase in the number of students participating in a junior college program from 8.5% in the baseline year of 2019/20, to 48.7% in 2022/23
- Slight improvement in Math scores from 15.18% meets or exceeds standards in 2019/20, to 21% in 2022/23
- Increase in RFEP rate from the 2020/21 rate of 2.7%, to 17.1% in 2022/23
- An increase in the graduation rate from 87.7% in the baseline year of 2018/19, to 92.2% in 2022/23
- An increase in the A-P pass rates from 7% in the baseline year of 2018/19, to 27.5% in 2022/23
- Decrease of Chronic Absenteeism from 31.5% in 2020/21, to 24.9% in 2022/23; demonstrating a greater degree of student engagement
- Growth of After-School Programs to serve over 176 students daily

Action(s): Action 2.2: Strategic Support for At-Risk Students-ELA and Math, Action 2.6: Strategic Support for At-Risk Students-ELA and Math, Action 2.10: Strategic Support for At-Risk Students-ELA and Math Action 2.11: Strategic Support for At-Risk Students-ELA and Math, Action 2.14: Strategic Support for At-Risk Students-ELA and Math, Action 2.16: Strategic Support for At-Risk Students-ELA and Math, Action 2.17: Strategic Support for At-Risk Students-ELA and Math, Action 2.18: ELD Students, Action 2.25: Testing Materials and Supplies, Action 2.27: Opportunity Program, Action 2.32: Strategic Support for At-Risk Students-ELA, 2.33: Strategic Support for At-Risk Students-ELA and Math, Action 2.34: Strategic Support for At-Risk Students-ELA and Math, Action 2.35: Strategic Support for At-Risk Students-ELA and Math, and Math Action 2.36: ELD Students,

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): CAASPP Testing Results, A-G Rate, and ELPI rate

With a limited amount of time working on a number of these actions and a number of actions being partially implemented, compounded by significant challenges in staffing, due to the lack of qualified applicants, in which the lack of consistency hinders progress; WUSD has demonstrated mixed results with ELA and Math scores. Although their are slight improvements in scores at the secondary level, elementary and middle school results have remained stagnant. With the recent development and implementations of tiered interventions (MTSS), primarily at the elementary level, WUSD expects that results will improve with a stronger focus on alignment, fidelity to the state standards, continued growth in instructional practices and fully implemented interventions.

- For grades 3-8, current scores of meets or exceeds standards in ELA (20.1%) and math (17.2%).
- Current ELPI rate has declined to 47.5% in 2022/23, from the baseline of 49% in 2019.

Action(s): Action 2.8: Strategic Support for At-Risk Students-ELA and Math and Action 2.15: Strategic Support for At-Risk Students-ELA and Math

Effectiveness of Action(s): 1-Not Effective

Metric(s):

- As previously noted, largely due to the shortage of qualified applicants, providing WIS and WHS Back to School "Boot Camps" has not come to fruition.

- As previously noted, with our ongoing modernization efforts still under construction and with the movement of our 5th grade from MES to WIS, the purchasing of furniture and intervention classroom materials to support small group interventions remains in the planning stage.

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

To enhance the depth of analysis for the metrics, additional data was incorporated wherever available. This included detailed data for our unduplicated groups, allowing for more comprehensive and accurate insights. Consequently, some metrics were adjusted to reflect this expanded dataset. Additionally, some metrics were subdivided into more specific categories. For example, instead of combining English and math scores into a single metric for meets or exceeds standards, we separated this data into two distinct metrics for a clearer analysis.

Action 2.2 was updated to provide more relevant information on selected or purchased intervention curriculums that are/will be utilized.
Action 2.7 was retired, as the use of a resident sub has not been practice for the last two years, opting instead for a broader pool of substitutes.
Action 2.9 was retired, largely due to the lack of a qualified pool of applicants, these positions were unfilled this year. Instead, we have relied upon other intervention efforts.
Action 2.25 was retired, placing the acquisition of necessary materials and supplies for testing within the 2024/25 Action 2.3 Training for all Test Site Administrators.

New Actions (for 2024/25 LCAP):
Action 2.8: Willows High school Schedule has been added to explore the possibility of an alternative bell schedule at WHS that will lead to increased core-subject instructional time, over the existing block schedule.
Action 2.30: ELD Students   This new action is to support instructional staff with targeted professional development in instructional strategies to support our EL students in raising achievement levels in ELA and Mathematics.
Action 2.31: ELD Students   This new action is to address the lack of a formalized language acquisition curriculum (for EL and newcomers) throughout the district. The intention is to raise language proficiency rates and for greater support in the content areas.

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.

Goals and Actions

Goal

Goal #	Description
3	The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement. Priority 3 - Parental Involvement, Priority 5 - Pupil Engagement and Priority 6 - School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD is at a 4- Full Implementation in Parent and Family Engagement as indicated on the 20-21 Dashboard Local Indicator.	WUSD is a 4-Full Implementation in Parent and Family Engagement, as indicated on the 2021/22 LPI Survey Tool.	WUSD is a 4-Full Implementation in Parent and Family Engagement, as indicated on the 2022/23 LPI Survey Tool.	WUSD is a 4-Full Implementation in Parent and Family Engagement, as indicated on the 2022/23 LPI Survey Tool.	WUSD would like to be at a 5- Full Implementation and Sustainability in Parent and Family Engagement as indicated on the 22-23 Dashboard Local Indicator.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD did not provide any Parent Education Nights for unduplicated pupils in the 20-21 school year.	WUSD provided Parent Education Nights that included PIQUE at WHS, two FAFSA support events and three LCAP advisories, and three Parent Academies in the 2021/22 school year.	WUSD provided Parent Education Nights that included four FAFSA support nights, one senior parent night, one 8th grade parent night, four LCAP advisories, and ten Parent Academies in the 2022/23 school year.	WUSD provides Parent Education Nights that includes FAFSA support nights, senior parent night, 8th grade parent night, UC/CSU application workshops, LCAP advisories, Parent Academies, in the 2023/24 school year.	WUSD would like to provide at least two or more Parent Education Nights for unduplicated pupils in the 23-24 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Indicator/SWD Graduation Rate	WUSD graduation rate for individuals with exceptional needs are above 85.7% as indicated on the 20-21 Special Education Plan.	WUSD graduation rate for individuals with exceptional needs are above 85.7%, as indicated on the 2020/21 Special Education Plan.	WUSD graduation rate for individuals with exceptional needs are above 83.3%, as indicated on the 2021/22 Special Education Plan.	WUSD graduation rate for individuals with exceptional needs are above 70%, as indicated on the 2022/23 CA School Dashboard. *Rate was not available on the 2022/23 Special Education Plan.	WUSD would like to see the graduation rate for individuals with exceptional needs be maintained at the 85.7% or better as indicated on the 22-23 Special Education Plan.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rate	WUSD Chronic Absenteeism rate is 12.8% as indicated on the 18-19 Dashboard.	WUSD chronic absenteeism rate is list in Dataquest as 31.5% for 2020/21.	WUSD chronic absenteeism rate is list in Dataquest as 32.1% for 2021/22.	WUSD chronic absenteeism rate is listed in Dataquest as 24.9% for 2022/23.	WUSD would like the Chronic Absenteeism rate to be 9% or lower as indicated on the 22-23 Dashboard.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	WUSD graduation rate is 87.7% as indicated on the 18-19 Dashboard.	WUSD graduation rates is 88.3% as indicated on the 2020/21 Dashboard.	WUSD graduation rates is 90.7% as indicated on the 2021/22 Dashboard.	WUSD graduation rates is 92.2% as indicated on the 2022/23 Dashboard.	WUSD would like the graduation rate to be 90.7% or higher as indicated on the 22-23 Dashboard.
Priority 5: Local Indicator/Middle school dropout rate	WUSD is 0% dropout rate at the middle school as indicated on the 2019-2020 CALPADS reports.	WUSD has a 0% dropout rate at the middle school, as indicated in the 2020/21 CALPADS reports.	WUSD has a 0% dropout rate at the middle school, as indicated in the 2021/22 CALPADS reports.	WUSD has a 0% dropout rate at the middle school, as indicated in the 2022/23 CALPADS reports.	WUSD would like to maintain a 0% dropout rate at the middle school as indicated on the 2022-2023 CALPADS reports.
Priority 5: Local Indicator/High school dropout rate	WUSD had 6.5% (8 students) dropout at the high schools as indicated on the 19-20 CALPADS report 1.12.	WUSD had 3.5% (4 students) dropout at the high schools, as indicated on the 2020/21 CALPADS report (1.12).	WUSD had 3.8% (4 students) dropout at the high schools, as indicated on the 2021/22 CALPADS report (1.12).	WUSD had 2.8% (4 students) dropout at the high schools, as indicated on the 2022/23 CALPADS report (1.12).	WUSD would like to have no students dropout at the high schools as indicated on the 22-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					CALPADS report 1.12.
Priority 6: State Indicator/Student Suspension Indicator	WUSD suspension rate for how many students suspended at least once is 5.5% as indicated on the 18-19 Dashboard.	WUSD suspension rate for how many students were suspended at least once, is 2.4% for 2020/21, as indicated on the Dashboard.	WUSD suspension rate for how many students were suspended at least once, is 4.8% for 2021/22, as indicated on the Dashboard.	WUSD suspension rate for how many students were suspended at least once, is 4.4% for 2022/23, as indicated on the Dashboard.	WUSD would like the suspension rate to be 2% suspended at least once as indicated on the 22-23 Dashboard.
Priority 6: Local Indicator/Local tool for school climate	WUSD students perceive school to be safe are as followed from the 19-20 CA Healthy Kids Survey: 7th grade (53%), 9th grade (60%), 11th grade (48%), and WCHS (62%).	WUSD students perceive school to be safe are as followed from the 19-20 CA Healthy Kids Survey: 7th grade (53%), 9th grade (60%), 11th grade (48%), and WCHS (62%).	WUSD students perceive school to be safe are as followed from the 21-22 CA Healthy Kids Survey: 7th grade (65%), 9th grade (45%), 11th grade (48%), and WCHS (63%).	WUSD students perceive school to be safe are as followed from the 21-22 CA Healthy Kids Survey: 7th grade (65%), 9th grade (45%), 11th grade (48%), and WCHS (63%). *Awaiting 23/24 results of CHKS this Spring.	WUSD would like the students to perceive school to be safe in the following 23-24 CA Healthy Kids Survey: 7th grade (56%), 9th grade (63%), 11th grade (51%), and WCHS (65%).
Priority 6: Local Indicator/Expulsion rate	WUSD expulsion rate is 0% as indicated on the 19-20 Dataquest Expulsion Rate Report.	WUSD expulsion rate is 0%, as indicated on the 2020/21 Dataquest Expulsion Rate Report.	WUSD expulsion rate is 0.07%, as indicated on the 2021/22 Dataquest Expulsion Rate Report.	WUSD expulsion rate is 0.20%, as indicated on the 2022/23 Dataquest Expulsion Rate Report.	WUSD would like to maintain the 0% expulsion rate as indicated on the 22-23 Dataquest Expulsion Rate Report.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	WUSD average attendance rate is 85% as indicated on Aeries--Daily	WUSD average attendance rate is 84.5%, as indicated on AERIES-Daily	WUSD average attendance rate is 89.7%, as indicated on AERIES-Daily	WUSD average attendance rate is 93.7%, as indicated on AERIES-Daily Apportionment by	WUSD would like our average attendance rate to be 92% or better as indicated on the 23-24 Aeries--

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Apportionment by Month Report.	Apportionment by Month Report.	Apportionment by Month Report.	Month Report, for the current month (January, 2024).	Daily Apportionment by Month Report.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In review of Goal #3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement. Priority 3 - Parental Involvement, Priority 5 - Pupil Engagement and Priority 6 - School Climate.

Goal #3 aims to develop and maintain a robust and systematic approach to partnering with students, parents, county resources, and community members is essential for fostering a thriving educational environment. This strategy not only enhances student engagement but also ensures comprehensive support networks that drive academic success and personal growth. By building these strong partnerships, the district can effectively address diverse student needs, promote inclusive education, and create a community invested in the success and well-being of every student. This collaborative effort is vital for the overall health and progress of the school district, ensuring that all stakeholders are actively contributing to and benefiting from a high-quality educational system.

The current mid-year outcomes for Goal #3 highlight significant growth and areas of need in establishing these systematic processes, which continue to need to be nurtured for continuous growth and improvement. For this evaluation of our current level of implementation of these actions, the district utilized the following rating scales to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on analysis of both inputs from educational partners and metrics.

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

Action(s): Action 3.4: Community Outreach, Action 3.5: Community Outreach, Action 3.8: Environmental Camp, Action 3.9: River Jim, Action 3.12: Student Services, Action 3.13: Health Aide Services, Action 3.17: Student Support Services, Action 3.18: Student Support Services, Action 3.21: Student Support Services and Community Outreach, and Action 3.22: Student Support Services and Community Outreach Implementation Status: 5 – Full Implementation and Sustainability.

WUSD fully implemented the Director of Student, Family, & Community Engagement position in 2021/22, with the duties and responsibilities of this position being transitioned to the Director of Instructional Services and Director of Student Attendance positions in 2022/23. WUSD no longer maintains the Director of Student, Family, & Community Engagement position. As such, in 2022/23, WUSD has fully implemented and sustained the Director of Instructional Services position, since 2022/23, to coordinate IS, support academic and instructional strategies, parent engagements and other efforts. In addition, WUSD fully implemented the part-time position of Director of Student attendance in 2022/23, to coordinate efforts in attendance improvement, outreach, and facilitation of truancy mitigation. To support engagement of all educational partners, WUSD has fully implemented and sustained two Bilingual Community Liaisons, as well as a fully staffed counseling department, trained in Hatching Results and guided by the national ASCA model. In addition, WUSD continues to sustain a districtwide nurse and additional health aides support student health needs. In an ongoing effort to increase student engagement, attendance, and academic success; WUSD has fully implemented and sustained one paraprofessional at WCHS, a dedicated bus route for Cedar Hills, and two outdoor environmental learning experiences for our students at WIS and MES (Shady Creek Environmental Camp and River Jim).

Action(s): Action 3.1: Personalized Graduation Plans, Action 3.6: Community Outreach, Action 3.15: Outdoor Education, Science, Nutrition, Action 3.16: Student Support Services, Action 3.19 Student Support Services and Enrichment, and Action 3.23: Community Outreach
Implementation Status: 5 – Full Implementation
In an effort to engage our educational partners, WUSD has fully implemented a variety strategies to with our students, parents, staff, and community. Examples include a full implementation of the Parent Square system, AERIES, and social media platforms. A key element within these efforts has been the development of graduation plans for all 7-12 grade students, which are accessible to parents via AERIES. Additional efforts include providing needed resources to acquire and utilize technology resources for engagement activities, to ensure all attendees are able to engage in the events (i.e., AERIES and Google Classroom information nights, FAFSA, etc.); of which, these efforts will be enhanced with continued use, practice, and professional development for the Engagement Team. Working on student engagement, additional actions such as the continued support of the MES garden and music instruction at MES, has demonstrated positive growth in student engagement (increased attendance rates). Moreover, efforts to increase student attendance by decreasing suspension rates and negative behavior incidents, continues to be supported at MES by a fully implemented action of maintaining a Behavioral Intervention Aide and continuing to support of counseling and PBIS services. Further professional development and implementation of PBIS practices throughout the district should enhance these efforts.

Action(s): Action 3.2: Pathways to Viable Careers, Action 3.3: Personalized Graduation Plans, Action 3.7: Community Outreach, Action 3.10: Attendance, Action 3.11: Social and Emotional Learning, and Action 3.20 Student Support Services and Enrichment.
Implementation Status: 5 – Initial Implementation
Actions within this category include efforts that were hampered by the lack of qualified applicants. As such, in hiring two Career Techs to support the high school, as well as WIS and WCHS is only partially completed. WUSD continues to search for qualified personnel to cover WIS and WCHS. In implementation of the Get Focused-Stay Focused curricular program, we have only implemented the 9th grade level, but remain committed to implementing with fidelity in grades 9-12. While WUSD has shown significant growth in providing parent informational nights and other engagement activities (over 20 events in this school year), more relevant and engaging activities need to be consistently adapted. Providing meaningful Parent Engagement events, the feedback from parents is a request for more educational nights for parents to help support their students in school. In the implementation of SEL, this effort has largely been buoyed by the districtwide MTSS training which has yielded some growth in Tier I and II strategies. Implemented with an allocation in 2023/24, providing an ongoing allocation for increasing and improving the scope, safety, and services of district transportation, ensuring these essential services for students for co-

curricular activities remains a vital resource to support our unduplicated students. Finally, although a Positive Attendance Program has been implemented at each site, the fidelity to and focus upon the outcomes of this, has been inconsistent. With the addition of SchoolStatus program in this next year, WUSD expects that this program will also support enhancement and follow through in celebrating and highlighting those students with model attendance.

Action(s): Action 3.14: Support Services
Implementation Status: 5 – Beginning Development
WUSD has encouraged development of site-based plans for enhancing school culture, attendance, and achievement through partial PBIS strategies implementation. With limited success, the next LCAP includes a district focus on a districtwide training and implementation of PBIS, as well as anti-bias training to support the need for decreasing suspension rates, student attendance (decreasing chronic absenteeism), and building positive school culture.

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

There were no material or substantive differences in the actions for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

WUSD utilized the following rating scales to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective

The actions outlined in Goal #3 have supported the development and maintenance of a robust and systematic approach to partnering with students, parents, county resources, and community members is essential for fostering a thriving educational environment.

Action(s): Action 3.2: Pathways to Viable Careers, Action 3.4 Community Outreach, Action 3.5 Community Outreach, Action 3.8: Environmental Camp, Action 3.9: River Jim, Action 12: Students Services, Action 3.13: Health Aides, Action 3.16: Student Support Services, Action 3.17: Student Support Services, Action 3.18: Student Support Services, Action 3.19: Student Support Services and Enrichment, Action 3.21: Student Support Services and Community Outreach, Action 3.22: Student Support Services and Community Outreach, and Action 3.23: Community Outreach
Effectiveness of Action(s): 3-Effective
Metric(s): Local Indicator/Parent Involvement, Chronic absenteeism rate, Graduation rate, Middle School Dropout rate, High School Dropout

rate, Suspension rate, and Attendance rate

With the identified action, one of which is rated Initial Implementation, 3 are rated Full Implementation, and 10 are rated as Full & Sustainable Implementation; the results are clearly effective. WUSD has experienced significant growth in the implementation in the engagement of educational partners with these actions, as evidenced by:

- An increase from a baseline of 0 Parent Education Nights in 2020/21, to the 22 nights/events hosted by WUSD (i.e., FAFSA support, senior parent night, 8th grade parent night, UC/CSU application workshops, LCAP Advisories, Parent Academies, etc.) for 2023/24.
- A decrease in the Chronic Absenteeism rate of 31.5% in 2020/21, to 24.9% in 2022/23.
- An increase in the average attendance rate of 85% in 2019/20, to 92% in 2023/24.
- An increase in the graduation rate, from the 87.7% in the baseline year of 2018/19, to 92.2% in 2022/23.
- Maintenance of a 0% dropout rate for WIS.
- A decrease in the dropout rate for high school, from the 6.5% in the baseline year of 2019/20, to 2.8% in 2022/23.
- A decrease in the suspension rate, from the 5.5% in the baseline year of 2018/19, to 4.4% in 2022/23.

Action(s): Action 3.1: Personalized Graduation Plans for Grades 7-12, Action 3.3: Personalized Graduation Plans for Grades 7-12, Action 3.6: Community Outreach, Action 3.7: Community Outreach, Action 3.10: Attendance, Action 3.11: Social and Emotional Learning, Action 3.15: Outdoor Education, Science, Nutrition, and Action 3.20: Student Support Services and Enrichment

Effectiveness of Action(s): 2-Somewhat Effective

Metric(s): CAASPP Testing Results, A-G Rate, Chronic Absenteeism

In contrast to the Effective actions listed above, the actions identified as Somewhat Effective are also rated as (3) Full Implementation, (4) Initial Implementation, and (1) Beginning Development. This support the understanding that increased success in the actions comes with increased levels of implementation and fidelity. Although somewhat evident, this understanding also brings forth anticipation at the positive returns that may be realized with additional time for full implementation. For example, with the counseling staff having completed their Hatching Results training this year and with professional development and time in practice (i.e., Parent Square, MTMDSS developments, etc.), further increases may certainly be on the horizon.

- For grades 3-8, current scores of meets or exceeds standards in ELA (20.1%) and math (17.2%).
- For grade 11, current scores of meets or exceeds standards in ELA (41%) and math (21%)
- Current A-G rate of graduates from the class of 2023 is 25.6%, which is an increase from 2022 rate of 21.2%.
- A current Chronic Absenteeism rate of 24.9% in 2022/23, which is the state average for 2022/23.

Action(s): Action 3.14: Student Support Services

Effectiveness of Action(s): 1-Not Effective

Metric(s):Suspension Rate, Expulsion Rate

The one identified metric rated as Not Effective, is in the Beginning Development stage for implementation. This action is directly related to the districtwide training and implementation of PBIS. Given that this is an action within the coming LCAP, WUSD holds the expectation that with time and full implementation, greater impact will be realized, in the evolution of our school climate.

- A decrease in the suspension rate, from the 5.5% in the baseline year of 2018/19, to 4.4% in 2022/23.
- The current expulsion rate for 2022/23 is .2%
- For grades 3-8, current scores of meets or exceeds standards in ELA (20.1%) and math (17.2%).
- For grade 11, current scores of meets or exceeds standards in ELA (41%) and math (21%)

- Current A-G rate of graduates from the class of 2023 is 25.6%, which is an increase from 2022 rate of 21.2%.
- A current Chronic Absenteeism rate of 24.9% in 2022/23, which is the state average for 2022/23.

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

To enhance the depth of analysis for the metrics, additional data was incorporated wherever available. This included detailed data for our unduplicated groups, allowing for more comprehensive and accurate insights. Consequently, some metrics were adjusted to reflect this expanded dataset. Additionally, some metrics were subdivided into more specific categories. For example, instead of combining English and math scores into a single metric for meets or exceeds standards, we separated this data into two distinct metrics for a clearer analysis.

Action 3.2: Pathways to Viable Careers   Wording was adjusted to add more specificity in career planning and pathway completion.
Action 3.3: Personalized Graduation Plans   was retired due to course scheduling restrictions, while the intent was maintained within Action 3.1.
Action 3.4: Community Outreach   was retired, as note above, the duties and responsibilities of this position was absorbed into the Director of Instructional Services and Director of Student Attendance positions.
Action 3.6: Community Outreach   updated to identify current system in use, Parent Square.
Action 3.8: Environmental Camp   updated to identify that 5th grade is/has moved to WIS, from MES
Action 3.10: Attendance   updated to reflect implementation efforts, from "implement" to "expand"
Action 3.14: Student Support Services   retired to reflect the district movement to a new action, Action 3.21: Building Positive School Culture, with the focus being a districtwide training an implementation of PBIS

New Actions (for 2024/25 LCAP):
Action 3.21: Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments = Beyond our current inconsistent focus, a districtwide training of staff and implementation of PBIS, should yield effective results. This is an emphasis, as the suspension rates for WHS are a "red" category on the California School Dashboard for EL and SWD students
Action 3.22: Building Positive and Inclusive School Culture-Equity, Bias, and Cultural responsive Practices = WUSD aims to positively impact our school culture through professional development that leads to an understanding of bias to increase self-awareness and cultural competency.
Action 3.23: Improving Attendance = In an ongoing effort to respond to our high chronic absenteeism rate, WUSD will acquire and implement the SchoolStatus program to expedite identification of students who struggle with attendance through family engagement as partners.
Action 3.24: Student Support Services-Additional Supervision = In order to accommodate the increased enrollment at WIS due to movement of 5th grade, WUSD will provide 3 additional Yard Duty Supervisors to enhance students safety and ensure a secure and well-managed environment for students during the non-instructional times.

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.

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 [2024-25]

General Information

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

Located in beautiful Northern California, Willows Unified School District (WUSD) is a rural, small-sized district serving 1,413 students. Despite experiencing declining enrollment for several years, the district continues to pursue continuous improvements throughout our three comprehensive schools and one alternative education site. The three comprehensive schools include Murdock Elementary, grades TK-4; Willows Intermediate School, grades 5-8; and Willows High School, grades 9-12. WUSD's alternative education school, Willows Community High School, which is receiving Equity Multiplier funds, serves students in grades 10-12. Willows Unified School District serves a diverse student population, comprising 36.3% White; 53.4% Hispanic; 3.9% Asian; 3.1% Native American; 1.2% African American; and 1.7% multiple ethnicities. The WUSD unduplicated count is 81.8%.

Willows Unified School District serves all students, providing a rich opportunity to obtain an excellent education through classic academics. With a strong emphasis on hands-on learning, programs such as the Career Technical Education (CTE) Agriculture Manufacturing Pathway, Medical Pathway, Food Services and Hospitality, and Transportation courses; provide students opportunities to learn and develop the skills necessary to become problem solvers, leaders, entrepreneurs, and educated consumers. In addition, our schools have made college readiness a concerted focus, with an emphasis on A-G preparedness, counselor facilitation of outreach and lessons to eliminate barriers to post-secondary opportunities, and strategic growth in our Dual Enrollment opportunities for all students. In 2023/24, 48.7% of our student body at Willows High School, participated in a junior college program of study. Moreover, our schools provide other enriching educational opportunities outside the classroom, participating in athletics, music, associated student body, Family Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA) leadership development.

WUSD Mission Statement:
"Preparing today's students for tomorrow's challenges"
WUSD Vision Statement:
Willows Unified School District provides a safe, engaging, student focused learning environment where each student:

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

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 the District's obligations.
3. Provide clear, concise, and current District policies.
4. Ensure safe, clean, orderly, and drug-free campuses that promote a positive learning environment.
5. Recruit and retain the highest quality personnel.
6. Provide and maintain adequate facilities to house students and support all program needs.
7. Develop and maintain a TK-12 curriculum that is aligned with State Standards and supports the needs of all students.
8. Implement effective online instruction to engage all students through independent study.
9. Collaborate with students, parents, and the community in developing greater cultural awareness, tolerance, and understanding.
10. Develop and maintain good communication between the District, parents, and the community.
11. Integrate student and staff members' use of technology to improve achievement and performance in all subject areas.
12. Promote and support programs and coursework leading to all students becoming career and/or college ready.

Reflections: Annual Performance

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

Willows Unified School District (WUSD) remains resolute in its dedication to our ongoing progress towards "Preparing today's students for tomorrow's challenges." In a review of the most recent 2023 California School Dashboard, WUSD maintains a graduation rate of 92.2%, above the State average of 86.4%. In addition, the number of students in the combined graduation cohort, who completed at least one CTE pathway with a grade of C- or better in the capstone course was 36%, as compared to 20% in 2020. Moreover, our schools have made college and career readiness a concerted focus, with an emphasis on A-G preparedness, counselor facilitation of outreach and lessons to eliminate barriers to post-secondary opportunities, and strategic growth in our Dual Enrollment (DE) opportunities for all students. In 2023/24, 48.7% of our student body at Willows High School participated in a junior college program of study; well above the 43.8% in 2022/23, the 23.7% in 2021/22, and the 8.5% of 2020/21. Complementing our DE programs, our Advanced Placement (AP) program boasts a 159% increase in students passing AP tests with a 3, 4, or a 5 in 2023, from the previous year.

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.

As demonstrated on the 2023 California School Dashboard, WUSD and the identified sites below, are shown in the following red categories:

1. Identified in the Red Category for ELA achievement (with the specific lowest domain of Writing: How students communicate in writing); WUSD-ELA (SWD), WUSD-ELA (SED), WUSD-ELA (Hispanic), WUSD-ELA (EL), WUSD-ELA (Asian), WUSD-ELA (all students), MES-ELA (SED), MES-ELA (Hispanic), MES-ELA (EL), MES-ELA (all students), WIS-ELA (SED), WIS-ELA (Hispanic), and WIS-ELA (EL).
2. Identified in the Red Category for mathematics (with the specific lowest domain of Concept & Procedures: How well students use mathematics rules and ideas); WUSD-Math (SWD), WUSD-Math (SED), WUSD-Math (Hispanic), WUSD-Math (all students), WIS-Math (SWD), WIS-Math (SED), WIS-Math (Hispanic), WIS-Math (EL), WIS-Math (all students), WHS-Math (SED), and WHS-Math (Hispanic).
3. Identified in the Red Category for mathematics (with the specific lowest domain of Problem Solving: How well can students show and apply their problem-solving skills) WUSD-Math (EL).
4. Identified in the Red Category for ELPI Progress (specifically ELPI: Reading Domain); WHS-ELPI (all students).
5. Identified in the Red Category for Suspension Rate: WHS-SUS (SWD), and WHS-SUS (EL) students.

In addition, Willows Community High School (WCHS) was identified as eligible for Local Control Funding Formula (LCFF) Equity Multiplier, due to meeting nonstability and socioeconomically disadvantaged pupil thresholds in the prior year. These additional funds are to be used to provide evidenced-based services and supports for the students of WCHS, which are reflected in Goal #4.

Furthermore, as evidence by the 2023 California School Dashboard, WUSD performance in English Language Arts (ELA) declined 6.7 points, to 71 points below standard, while the while the California Assessment of Student performance and Progress (CAASPP) indicates an increase of a 1.49% of students meeting or exceeding standards. In addition, CAASPP identifies that 3.66% of English Learners (EL) students scoring meets or exceeds standards, indicating a decline of 32.2% from the 2022 score of 5.40% meets or exceeds standards. Moreover, Socio-economically disadvantaged (SED) students scored 20.64% meets or exceeds standards for 2023 ELA, which is a decrease of 3.4% decrease from the 2022 CAASPP score of 21.37%; while similarly Student with Disabilities (SWD) students scored 6.17% meets or exceeds standards for 2023, a decrease of 18% from the 2022 CAASPP score of 7.58%. This demonstrates a broad spectrum of needs to address inequities for our most vulnerable groups of students, which is replicated as a red category on the Dashboard, specifically in the Writing domain at Murdock Elementary (for all students, SED, and EL) and Willows Intermediate School (for SED, Hispanic, and EL students). In addition, identified as a red category for the ELPI, a stronger focus on the Reading domain for our EL students is needed, for WUSD and Willows High School.

A review of the correlating mathematics scores indicates similar results, where the 2023 California Schools Dashboard indicates WUSD performance in mathematics declined 9.4 points, to 93.1 points below standard, while the while the 2023 CAASPP indicates an increase of 4.82% meets or exceeds standards. In addition, the 2023 CAASPP indicates that 9.15% of EL students scored meets or exceeds standards, an increase of 68.2% from the 2022 score of 5.44% meets or exceeds standards. Further 2023 CAASPP for mathematics analysis finds that the SED students scored 16.1% meets or exceeds standards, an increase of 6.9% from the 2022 CAASPP result of 15.06%; while the SWD students scored 4.93% meets or exceeds standards, with an increase of 60% from the 2022 CAASPP score of 3.08%. While demonstrating modest growth, the lack of significant progress continues to demonstrate a major inequity and need for our district. This data trend, identified on the Dashboard as a red category, especially within the Concepts and Procedures domain, is also found at Willows Intermediate School (for all students, SWD, SED, and EL), as well as Willows High School (for SED and Hispanic students). WUSD remains committed to strengthening this growth through a deliberate and consistent pursuit of initiatives such as; vertical articulation and alignment, adherence to the curriculum calendar that is aligned with the state's adopted calendar, ongoing professional development for classified and certificated staff targeting Multi-Tiered Systems of Support (MTSS) and EL instructional strategies for all classrooms, and providing ongoing training and support in the evolution to a comprehensive counseling program. Continued reflection and analysis underscores the need for a continued

focus on the use of formative assessment to support student learning, collaboration, and ability to guide instruction; as a means to quickly identify and effectively meet the unique needs of all students. Furthermore, serving a diverse student population which includes 19.4% English Learners (EL), WUSD remains committed to the intensifying the support of our EL students, ensuring significant gains in demonstrating proficiency on the Summative ELPAC through increased support, curricular improvements, professional development, and fidelity to systematic practices. Moreover, maintaining low student-to-teacher ratios continues to enhance our intervention efforts in providing more targeted support efforts in English and mathematics.

While WUSD celebrates a significant 33.8% decrease in chronic absenteeism from the 32.8% of 2021/22, we acknowledge that a key element to academic success rests upon student attendance. The 2023 California School Dashboard identifies a continuing challenge of a 21.7% Chronic Absenteeism rate for WUSD. Digging deeper into chronic absenteeism rates for 2023, for our unduplicated student groups, Dataquest indicates that 18.3% of our EL population, 23% of our SED population, 40% of our Homeless Youth population, and 35.2% of our SWD population; are identified as chronically absent. Therefore, chronic absenteeism remains a high priority within this strategic plan through continued implementation of SEL within the MTSS systems of support, as well as prioritization of building robust relationships with families that yield effective communication, engaging environments, and accommodations for family involvement. Included efforts to improve student attendance must also focus upon student suspension rates. While WUSD suspension rates have held at 4.6% over the last two years, Willows High School is identified with a red category for EL students (11.1%) and SWD students (13.8%). Planned professional development in and implementation of Positive Behavioral Interventions and Support (PBIS) will benefit WHS, as well as the entire district.

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. While all local indicators have been met, we are extremely proud of the ongoing efforts of the Parent Engagement Team, providing direct services (i.e., Parent Academies, truancy-home visits, Community Schools Partnership planning, etc.) in an effort to further engage, support and aid our parents/guardians and community partners. The adjunct position of a Director of Student Attendance provides the needed support to work in collaboration with district and local resources to develop, enhance, and ensure objective, equitable, and fidelity to systematic processes that promote positive student engagement and attendance.

While celebrating our successes, we also recognize our challenges and continue to endeavor in continuous improvement in "Preparing today's students for tomorrow's challenges."

Reflections: Technical Assistance

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

Willows Unified School District and Willows High School continue our collaboration with Glenn County Office of Education, ensuring a well-developed plan to effectively meet ESSA requirements in alignment with this LCAP and other federal, state, and local programs. Identified for ATSI to address the learning needs of or EL and SWD students at WHS, as well as their higher rates of suspension, and in parallel to this LCAP, the WHS School Plan for Student Achievement (SPSA) will continue to utilize state and consistent local assessments to guide instruction and for the identification of students in need of intervention, while providing targeted professional development and collaboration

to improve instruction. Professional development will be maintained with focus towards creating a safe, equity-driven, and engaging school climate; through PBIS training and implementation, anti-bias training, and UDL and GLAD instructional planning and pedagogical delivery.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), and WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24). Staff survey April 3-19.
Principals	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), MES ELAC (Analysis, feedback and action planning activities on 9/22/23, 12/8/23, 3/8/24, 5/10/24), WIS ELAC (Analysis, feedback and action planning activities

Educational Partner(s)	Process for Engagement
	on 9/20/23, 11/29/23, 2/28/24, and 5/8/24), WHS ELAC (Analysis, feedback and action planning on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 5/1/24), DELAC (Analysis, feedback, action planning activities on 8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), Management Meetings (Discussion, feedback, metric, and action planning on 7/31/23, 8/14/23, 8/28/23, 9/11/23, 9/25/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 1/8/24, 1/22/24, 2/5/24, 2/26/24, 3/11/24, 3/25/24, 4/8/24, 4/22/24, 5/6/24, and 6/2/24). Staff survey April 3-19.
Administrators	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), MES ELAC (Analysis, feedback and action planning activities on 9/22/23, 12/8/23, 3/8/24, 5/10/24), WIS ELAC (Analysis, feedback and action planning activities on 9/20/23, 11/29/23, 2/28/24, and 5/8/24), WHS ELAC (Analysis, feedback and action planning on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 5/1/24), DELAC (Analysis, feedback, action planning activities on 8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), Management Meetings (Discussion, feedback, metric, and action planning on 7/31/23, 8/14/23, 8/28/23, 9/11/23, 9/25/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 1/8/24, 1/22/24, 2/5/24, 2/26/24, 3/11/24, 3/25/24, 4/8/24, 4/22/24, 5/6/24, and 6/2/24). Staff survey April 3-19.
Other School Personnel	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and

Educational Partner(s)	Process for Engagement
	4/24/24), and WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24). Staff survey April 3-19.
Certificated Bargaining Unit	Consultation offered on April 25th and May 13th, with consultation completed on May 31st in collaboration the WUTA President.
Classified Bargaining Unit	Consultation offered on April 25th and conducted on May 30, 2024.
Parents	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), MES ELAC (Analysis, feedback and action planning activities on 9/22/23, 12/8/23, 3/8/24, 5/10/24), WIS ELAC (Analysis, feedback and action planning activities on 9/20/23, 11/29/23, 2/28/24, and 5/8/24), WHS ELAC (Analysis, feedback and action planning on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and 5/1/24), DELAC (Analysis, feedback, action planning activities (8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), Management Meetings (Discussion, feedback, metric, and action planning on 7/31/23, 8/14/23, 8/28/23, 9/11/23, 9/25/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23, 12/11/23, 1/8/24, 1/22/24, 2/5/24, 2/26/24, 3/11/24, 3/25/24, 4/8/24, 4/22/24, 5/6/24, and 6/2/24). Parent survey March 20 - April 4.
Students	As part of the LCAP Advisory (Analysis and feedback activities on 10/25/23, 12/14/23, 2/7/24, 3/27/24, and 5/29/24), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/21/23, 10/24/23, 11/28/23, 1/23/24, 2/27/24, 4/2/24, 4/23/24, and 5/28/24), MES Site Council (Analysis and feedback activities on 9/20/23, 11/29/23, and 4/24/24), WIS Site Council (Analysis and feedback activities on 9/28/23, 12/7/23, 1/18/24, 3/14/24, and 4/23/24), WHS Site Council (Analysis and feedback activities on 9/13/23, 11/8/23, 1/10/24, 3/19/24, and

Educational Partner(s)	Process for Engagement
	4/24/24), WCHS Open House (Analysis, feedback and action planning activities for Equity Multiplier 4/24/24), DELAC (Analysis, feedback, action planning activities (8/31/23, 10/18/23, 1/17/24, 3/20/24, and 5/15/24), WHS Student Leadership feedback and action planning (5/2/24), and WIS Student Leadership feedback and action planning (5/6/24). Student survey March 20 - 28.
SELPA	Consultation and review of the LCAP was completed on June 3, 2024.

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

Willows Unified School District (WUSD) has established a robust approach to assessing and gathering feedback from our educational partners. We have incorporated the Local Control Accountability Plan (LCAP) and its related goals into the agendas of school events, programs, numerous committee meetings, and annual surveys. From Back-to-School Night events to ELAC and DELAC meetings, Site Councils, CIA advisories, and LCAP advisories, WUSD has prominently featured the LCAP to engage stakeholders and solicit input for the strategic development of the 2024/25 LCAP. At Willows Community High School (WCHS), the open-house event was utilized to expand participation, allowing both students and parents to engage in discussions and provide valuable insights into the planning for the awarded Equity Multiplier funding.

Throughout the 2023-2024 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). 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, October, January, March, and May provided essential additional insights for making progress with our EL students and families.

Moreover, Site Council meetings held quarterly at each school site from September 2023 to May 2024 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 October 25, December 14, February 7, March 27, and May 29; allowed for a more in-depth exploration of the LCAP, achievement data, school culture, and ongoing engagement strategies. These sessions involved a diverse group of educational partners, including certificated and classified staff members, administration, parents, and community members.

Furthermore, efforts were made to engage with bargaining units, including the California School Employees Association (CSEA), with a consultation meeting held on May 30th, 2024. While requests for consultation were extended on April 25th and May 13th to the Willows Unified Teachers Association (WUTA), no response for consultation was received. In addition to these engagements, consultations were conducted with the Curriculum, Instruction, and Assessment (CIA) Advisory on September 21, October 24, November 28, January 23, February 27, April 2, April 23, and May 28; focusing on data review, root cause analysis, and a survey of the Local Performance Indicators. Furthermore, discussions with the Special Education Local Plan Area (SELPA) took place on May 31, 2024, contributing to a comprehensive understanding of the needs and priorities across the district.

Key aspects of this LCAP, reflecting input from educational partners, include a strong emphasis on enhancing EL services and curriculum. Student input, collected through surveys and meetings with student leadership groups, has provided valuable 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, vertical articulation, standards-based grading, and cultural understanding emerged from various engagement forums and is clearly represented in this LCAP.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching 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, 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(SARC) and/or Williams Report.	
1.2	Priority 1 B. very pupil in the school district has sufficient access to the standards-aligned instructional materials Local Indicator/Instructional Materials	100% of students have access to State Standards-aligned materials.			100% of students have access to State Standards-aligned materials.	
1.3	Priority 1 C. the LCAP addresses the degree to which school facilities are maintained in good repair 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 99% safe and clean with equipment maintained in good repair when utilized by students and staff members.	
1.4	Priority 2 A. the implementation of state board adopted academic content and performance standards for all students Local Indicator/Implementation of State Standards	Local indicator rating is a 3-Initial Implementation of state standards, as indicated on the LPI indicator tool.			The desired outcome for WUSD is to achieve a level 5 - Full Implementation and Sustainability for state standards.	
1.5	Priority 2 B. how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes	As indicated on the 2022/23 CAASPP database for ELA, WUSD EL students scored:			The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of gaining academic content knowledge and English language proficiency Local Indicator/Implementation of State Standards	Met or Exceeded = 3.66% Nearly Met = 16.46% Not Met = 79.88%			EL students achieve the following scores: • Met or Exceeded: 30% • Nearly Met: 40% • Not Met: 30%	
1.6	Priority 2 B. how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency 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%			The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have EL students achieve the following scores: • Met or Exceeded: 30% • Nearly Met: 40% • Not Met: 30%	
1.7	Priority 7 A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable	As indicated on the CA Dashboard for 2023, WUSD is 58.6% college/career prepared. Additional data for College/Career			The desired outcome for WUSD, as indicated on the CA Dashboard for college/career	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Indicator/College and Career Indicator	indicating percentage Prepared: WUSD Total = 58.6% (140) Hispanic = 58.1% (74) White = 56% (50) SED = 54.7% (128) Homeless = 14.3% (14) SWD = 10% (20)			prepared, is to have: WUSD Total = 75% Hispanic = 75% White = 75% SED = 75% Homeless = 50% SWD = 50%	
1.8	Priority 7 A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable 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			The desired outcome for WUSD is to have 100% of our students enrolled in a broad course of study, dependent upon grade-level, as defined in the Education Code 51210 and 51220.	
1.9	Priority 7 B. programs and services developed and provided to unduplicated pupils 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			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Priority 7 C. programs and services developed and provided to individuals with exceptional needs Local Indicator/Programs and/or Services developed and provided to individuals with exceptional needs	As indicated on the 2022/23 CAASPP database for ELA, WUSD students with disabilities scored: Met or Exceeded = 6.17% Nearly Met = 13.58% Not Met = 80.25%			The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have students with disabilities achieve the following scores: • Met or Exceeded : 25% • Nearly Met: 40% • Not Met: 35%	
1.11	Priority 7 C. programs and services developed and provided to individuals with exceptional needs 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%			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%	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$7,600.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$49,614.80	No
1.3	Coaching for First-Best Instructional Practices and Literacy	Hire a certificated staff member in the role of an Instructional Coach (TK-6), who will collaborate closely with classroom teachers to enhance both student learning outcomes and instructional methodologies. Emphasis will be placed on fostering both individual and collective growth, aimed at enriching educators' comprehension of and practices with evidence-based instructional techniques (First-Best Instruction).	$93,443.52	Yes
1.4	Fostering of Learning-Focused Grading Policies	Provide PD for staff and administration on grading practices.	$15,000.00	No
1.5	Strengthen the District Formative Assessment Model	Supporting professional growth and fidelity in the use of Formative assessments through professional development in data analysis, intervention planning, and instructional guidance.	$15,000.00	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.	$50,000.00	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.	$45,000.00	No
1.9	Nutrition	Ensure access to healthy food and nutrition - General Fund support to the District Food Service program	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
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).	$15,000.00	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.).	$153,200.00	Yes
1.12	GCOE TREE Services	Continue to support our teachers and libraries by providing services and resources from GCOE.	$3,600.00	No
1.13	Professional Development	Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies for the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs.	$75,000.00	Yes
1.14	Professional Development	Ensure fidelity to the inclusion within the comprehensive teacher professional development program, which provides support for effective ELD standards-alignment and instructional practices that bolster academic literacy, effective language acquisition, and use of strategies that support raising the achievement levels of EL students; as indicated on the CAASPP ELA and Math assessments.	$10,000.00	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.	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (	Provide targeted professional development for instructional staff on effective writing instruction which includes writing across different genres (expository, persuasive, narrative, descriptive, and creative), incorporating writing process strategies, and providing meaningful feedback to students; implementing school-wide writing assessments on a quarterly/trimester basis.	$20,000.00	Yes
1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Provide targeted professional development for instructional staff on strengthening mathematical concepts and procedures (review of key math concepts, research-based strategies for teaching, reinforcing, and differentiation, as well as the importance of fostering mathematical discourse and promoting a growth mindset in the classroom.	$20,000.00	Yes
1.18	Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics	Provide specialized training for instructional staff on effective strategies for teaching problem-solving in mathematics (modeling, think-alouds, visual representations, language scaffolding, real-world and culturally relevant contexts and other differentiation strategies that is supported by explicit instruction) and coupled with consistent integration of language development activities within the ELD program that supports the math instruction.	$20,000.00	No

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	Priority 4 A. statewide assessments 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%			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL = 25% or higher SED = 35% or higher SWD = 25% or higher	
2.2	Priority 4 A. statewide assessments 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%			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	
2.3	Priority 4 C. Percentage of English Learners making progress toward English proficiency 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			The desired outcome for WUSD EL students making progress towards English language proficiency as 55%, and as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELPAC scores for (238) ELs indicate: 1's = 17.28% 2's = 35.66% 3's = 34.93%, and 4's = 12.13%			indicated on the CA School Dashboard, : 1's = 15.5% 2's = 29% 3's = 35.5% 4's = 20%	
2.4	Priority 4 C. Percentage of English Learners making progress toward English proficiency 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 CAASPP/ELPAC database, the desired outcome for WUSD EL students scoring is: 4/Well Developed = 25% 3/Moderately Developed = 35% 2/Somewhat Developed = 30% 1/Beginning to Develop = 10%	
2.5	Priority 4 D. English Learner Reclassification Rate 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%			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 4 E. Percentage of pupils passing AP coursework State Indicator/Academic Indicator/College and Career Indicator/AP pass rate	As indicated on the 2022/23 College Board report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 27.5%			As indicated on the annual College Board testing reports, the desired outcome for WUSD students scoring a 3, 4, or 5 on an Advanced Placement exam is 55%.	
2.7	Priority 4 G. the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness 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 2022/23 CAASPP test results for ELA, for 11th grade students scoring met or exceeded standards, the desired outcome for WUSD is: • All students = 58% • EL = 20% • RFEP = 70% • EO = 60% • SED = 50% • SWD = 20%	
2.8	Priority 4 G. the percentage of pupils who participate in, and	As indicated in the 2022/23 CAASPP test results for mathematics,			As indicated in the 2022/23 CAASPP test results for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness State Indicator/College and Career Indicator/11th grade SBAC results	WUSD 11th grade students scored met or exceeded standards: • All students = 22.03% • EL = 8.33 • RFEP = 23.53% • EO = 23.19% • SED = 19.36% • SWD = 4.55%			ELA, for 11th grade students scoring met or exceeded standards, the desired outcome for WUSD is: • All students = 45% • EL = 20% • RFEP = 45% • EO = 35% • SED = 35% • SWD = 20%	
2.9	Priority 4 B. A-G Course Completion/CTE Pathways 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), the desired outcome for WUSD students graduating having completed a CTE pathway sequence is 100 students	
2.10	Priority 4 G. the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any	As indicated by class rosters, 48.7% (231) 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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subsequent assessment of college preparedness State Indicator/Academic Indicator/College and Career Indicator/Dual Enrollment completion rate					
2.11	Priority 4 B. A-G Course Completion/CTE Pathways State Indicator/Academic Indicator/College and Career Indicator/A-G course completion	Utilizing the 2023 four-year adjusted grad cohort in Dataquest, the WUSD students who graduated having met A-G requirements: 25.6% of WUSD students graduated having met A-G requirements in 2023. • All students (136) = 25.6% • EL = n/a • Foster = n/a • Homeless (12) = 16.7% • SWD (16) = 0% • SED (124) = 21.4%			Utilizing the four-year adjusted grad cohort in Dataquest, the desired outcome for WUSD of students graduating having met A-G requirements is: • All students = 60% • EL = 35% • Foster = 25% • Homeless = 25% • SWD (16) = 20% • SED (124) = 45%	
2.12	Priority 8. addresses pupil outcomes, if available, for courses described under Sections 51210 and	As indicated on Dataquest's report in 2023, the SBAC participation rate for WUSD was:			As indicated on Dataquest's report, the desired outcome for participation rates for WUSD is:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	51220(a)-(i), as applicable. Local Indicator/Other student outcomes (Local Assessments, Interims, Maps, etc.)	ELA testing = 98% Math testing = 98% CAST testing = 95.6%			ELA testing = 100% Math testing = 100% CAST testing = 100%	
2.13	Priority 4 A. statewide assessments 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% 5th Grade: 15.62% 8th Grade: 11.58% High School: 16.24%			The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students scoring meets or exceeds standards in CAST: WUSD Overall: 50% 5th Grade: 35% 8th Grade: 40% High School: 50%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.)	$15,000.00	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,).	$14,200.00	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.	$7,500.00	No
2.4	Strategic Support for At-Promise Students - ELA and Math	Identify and purchase supplemental instructional materials to increase support for at-promise students, with emphasis on ELA and Math (Reflex Math, No Red Ink, Get More Math, etc).	$50,000.00	No
2.5	Strategic Support for At-Promise Students - ELA and Math	Murdock Elementary - Maintain staffing and class sizes at levels to ensure First-Best Instruction..	$2,403,445.00	Yes
2.6	Strategic Support for At-Promise Students - ELA and Math	Continuing support for Tier II interventions by maintaining two ELA intervention teachers and one Math intervention teacher at MES, and one	$309,397.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention teacher at WIS; to provide strategic and intensive intervention support to students throughout the school day.		
2.7	Strategic Support for At Risk Students - ELA and Math	Provide furniture and facilities space to support small group student interventions.	$150,000.00	No
2.8	Willows High School Schedule	Explore alternative bell schedule at WHS to increase core-subject instructional time.	$0.00	No
2.9	Strategic Support for At Risk Students - ELA and Math	Provide Saturday School and Anytime School opportunities for credit / ADA recovery and intervention support at all schools	$20,000.00	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.	$15,000.00	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.	$95,000.00	Yes
2.12	Strategic Support for At Risk Students - ELA and Math	Maintain the Edgenuity (online learning platform) for credit recovery (WHS and WCHS) and distance learning (District-wide) needs.	$35,000.00	Yes
2.13	Strategic Support for At Risk Students - ELA and Math	Employ one teacher for a 2 week incoming Frosh Summer Boot Camp for ELA and Math support.	$15,000.00	Yes
2.14	ELD Students	Continue to provide supplemental materials and resources to increase successful outcomes for English Learner students.	$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	ELD Students	Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.	$100,000.00	Yes
2.16	Foster/Homeless Youth Services	WUSD will monitor and furnish essential resources for our Foster/Homeless Youth, which may encompass required supplies and transportation assistance.	$20,000.00	Yes
2.17	Implement College and Career Readiness Curriculum	Professional development for MES and WIS teachers regarding utilizing college and career readiness curriculum and resources for elementary and middle school students.	$15,000.00	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).	$30,000.00	No
2.19	Continued Strengthening of College and Career Readiness Curriculum	College and Career readiness professional development for district instructional staff and counselors (i.e., Hatching Results, CCGI, A-G)	$10,000.00	No
2.20	Student Support Services	Continue to employ paraprofessionals to work with our students in groups and individually	$250,000.00	Yes
2.21	CTE Pathways	WUSD will continue to investigate the possibility of adding additional CTE Pathways (e.g. courses) - implementation timeline and costs unknown at this time.	$0.00	No
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.	$382,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$190,000.00	Yes
2.24	Support for After-School Program	Increase accessibility to extended day programs for students in TK-6; providing expanded high quality programs that include a safe and supportive environment, active and engaging learning, skill building, youth voice and leadership, healthy choices, and access and equity.	$75,000.00	Yes
2.25	Support of Technology Access	Enhanced technology access via device and infrastructure upgrades to strengthen services and connectivity, with 1-1 deployments which ensure facilitation of school and home accessibility.	$435,000.00	Yes
2.26	Strategic Support for At-Promise Students - ELA and Math	Provide ongoing instructional aide support for ELA and mathematics interventions at MES, WIS, and WHS.	$204,750.00	Yes
2.27	Strategic Support for At Promise Students - ELA and Math	Provide ongoing instructional support through Guided Study for Tier II intervention at WIS.	$67,700.00	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.	$15,000.00	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.	$85,000.00	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)	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.31	ELD Students	Identify, adopt and implement formal language acquisition curriculum to support EL and Newcomer students.	$25,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site 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 the Implementation of Parent and Family Engagement, the desired outcome for WUSD is a 5-Full Implementation and Sustainability.	
3.2	Priority 3 A. the efforts the school district makes to seek parent input in	In the 2022/23 school year, WUSD provided 12 Parent Education			The desired outcome for WUSD Parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	making decisions for the school district and each individual school site Local Indicator/Parent Involvement/Local Evaluation Tool	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.			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	Priority 5 E. high school graduation rates 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 2022/23 CA Dashboard, the desired outcome for the WUSD graduation rate of students with exceptional needs is 100%.	
3.4	Priority 5 B. chronic absenteeism rates 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, the desired outcome for the WUSD Chronic Absenteeism rate is: WUSD Total = Less than 8%	

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)			AI/AN = 15% or lower Hispanic = 10% or lower White = 10% or lower EL = 10% or lower SED = 10% or lower Foster = 10% or lower Homeless = 15% or lower SWD = 10% or lower	
3.5	Priority 5 E. high school graduation rates 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 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	

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	Priority 5 C. middle school dropout rates 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, the desired outcome for middle school dropout rates from WUSD is 0%	
3.7	Priority 5 D. high school dropout rates 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, the desired outcome for high school dropout rates from WUSD is 0%	
3.8	Priority 6 A. pupil suspension rates 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 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White = 2% or lower EL = 1% or lower SED = 2% or lower Homeless = 2% or lower SWD = 1% or lower	
3.9	Priority 6 C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 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 2021/22 CA Healthy Kids Survey, the desired outcome for WUSD of students perceiving school to be safe, is: 7th grade = 80% 9th grade = 80% 11th grade = 80% WCHS = 80%	
3.10	Priority 6 B. pupil expulsion rates 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, the desired outcome for the WUSD expulsion rate is: WUSD Total = 0% AI/AN = 0% Asian 0% Hispanic = 0% White 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Priority 5 A. school attendance rates 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 desired outcome for the WUSD average attendance rate is 95% or higher.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Personalized Graduation Plans for Grades 7-12	Provide professional development for district counselors to guide students in development and implementation of personalized graduation plans.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Pathways to Viable Careers	Investigate hiring (1) additional part time classified Career Technicians, while maintaining current Career Tech, to promote and track career exploration, plan development and CTE pathway completion.	$50,000.00	No
3.3	Community Outreach	Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.	$134,295.00	Yes
3.4	Community Outreach	WUSD will continue to communicate with parents using a variety of media sources (i.e.. Parent Square, letters, etc.).	$15,000.00	No
3.5	Community Outreach	WUSD will provide Parent Education Nights with an emphasis for our subgroups (i.e., CTE Pathways, Information Nights, educational support for Parents, etc.)	$45,000.00	No
3.6	Environmental Camp	Willows Intermediate School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp.	$13,000.00	Yes
3.7	River Jim	Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip.	$5,000.00	Yes
3.8	Improving Student Attendance	WUSD will expand Positive Attendance Programs to encourage student engagement in the school community.	$5,000.00	No
3.9	Social and Emotional Learning	WUSD will provide academics, behavioral, and social-emotional learning programs.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Student Services	Continue to employ counselors to support all our students socially, emotionally, and academically.	$475,000.00	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.	$275,000.00	Yes
3.12	Outdoor Education, Science, Nutrition	WUSD will continue to support the Murdock Elementary School Garden by providing an allocation for materials and supplies.	$1,000.00	Yes
3.13	Student Support Services	Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to "at-promise" students.	$32,000.00	Yes
3.14	Student Support Services	Funding of one paraprofessional for the WCHS program to support at-promise student attendance and academic success.	$32,000.00	Yes
3.15	Student Support Services	Provide ongoing transportation services to students at Cedar Hills to support improved attendance and academic achievement.	$47,000.00	Yes
3.16	Student Support Services and Enrichment	Provide ongoing music and enrichment instruction at Murdock Elementary.	$135,420.00	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.	$200,000.00	Yes
3.18	Student Support Services and Community Outreach	Maintain a part-time Director of Student Attendance position to provide attendance oversight, outreach, and facilitation of truancy mitigation.	$81,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.19	Student Support Services and Community Outreach	Maintain a Director of Instructional Services position to coordinate independent study and Expanded Learning Opportunities programs, as well as bolster instructional strategies, parent engagement, and additional efforts to ensure the engagement of our school community partnerships.	$145,000.00	Yes
3.20	Community Outreach	Provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.	$25,000.00	Yes
3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	Develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS Framework to build positive school communities and reduce suspension rate.	$25,000.00	Yes
3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Provide professional development in the development of positive and inclusive school cultures (i.e., understanding bias to increase self awareness and cultural competency).	$10,000.00	Yes
3.23	Improving Student Attendance	Identify and implement with aligned professional development; an efficient and unified system of support for student attendance (i.e., SchoolStatus) to expedite identification of at-promise students, support instructional staff, and engage families as partners in a meaningful and productive process that yields increased student attendance.	$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.	$45,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5 B. chronic absenteeism rates 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%			Using AERIES Analytics to identify the WCHS Chronic Absenteeism rate, the desired outcome for WUSD is: • Total = 42%% • Hispanic =40%%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL = n/a (no EL students enrolled)			• White (non-Hispanic) = 40% • Homeless = 45% • SED = 45% • EL = 40% or lower	
4.2	Priority 5 E. high school graduation rates 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)			Utilizing the CA Dashboard (additional report) for the WCHS graduation rate, the desired outcome for WUSD is a graduation rate of 90% or higher at WCHS	
4.3	Priority 4 B. A-G Course Completion/CTE Pathways 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			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)	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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	Yes
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	Yes
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.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	CTE Course Access	Provide access to CTE courses that meet student interest.	$37,000.00	Yes
4.5	CTE Certifications	Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e., OSHAAcademy).	$5,000.00	Yes
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.	$1,000.00	
4.7	Student Engagement	Provide student exposure to unique cultural development and appreciation activities (i.e., cultural enrichment, experiential learning, physical fitness, etc.).	$1,000.00	No
4.8	Financial Literacy	Identify, adopt, and implement a formal curriculum for the instruction of financial literacy.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4993719	$587,931

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
32.803%	0.000%	$0.00	32.803%

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

Required Descriptions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Instructional Coach helps build collective efficacy among teachers, which can positively impact student achievement. 8. Parental and Community Engagement: Engaging Families: The Instructional Coach can support teachers in engaging families and the community, providing strategies for effective communication and collaboration to support student learning. Family Education: Coaches can help develop programs and resources to educate families on how to support their children's learning at home. 9. Holistic Support for Students: Social-Emotional Learning: The Instructional Coach can assist teachers in integrating social-emotional learning (SEL) into their instruction, providing unduplicated students with the skills they need to manage emotions, build relationships, and succeed academically. Inclusive Practices: Coaches can help teachers implement inclusive practices that ensure all students, including those with diverse learning needs, are supported and able to thrive in the classroom.	
1.11	**Action:** 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:**	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	Metrics for Evaluation:1.5, 1.6,1.10, 1.11, 2.1, 2.2, 2.7, and 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	of unduplicated students, making the library a more inclusive and welcoming space. 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 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	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support language development for English learners, such as English language learning books, audiobooks, and language apps. 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 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:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Family Programs: Libraries can offer programs and events that engage families and the community, promoting a culture of reading and learning beyond the school. 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 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.	
1.13	**Action:** Professional Development **Need:** Supporting professional development for improving instructional planning for ELA,	The action effectively addresses the needs of unduplicated students by focusing on the following key areas: 1. Targeted Professional Development: The professional development program is specifically designed to meet the identified needs of	Metrics for effectiveness: 1.2,1.5,1.6,1.7,1.10, and 1.11

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

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
		7. First-Best Instructional Approaches: Implementing first-best instructional approaches ensures that high-quality teaching is provided from the outset, minimizing the need for remedial interventions. This proactive approach is particularly beneficial for unduplicated students who might otherwise fall behind.	
1.16	**Action:** Inspiring Writers: Strategies for Enhancing ELA Writing 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). **Scope:** LEA-wide	The listed action provides needed professional development for instructional staff on effective writing instruction which includes writing across different genres, incorporating writing process strategies, and providing timely and meaningful feedback to students.	Metrics for Effectiveness: 1.2, 1.5, 1.7, and 1.10
1.17	**Action:** Mastering Math: Effective Strategies for Strengthening Concepts and Procedures **Need:** Mathematical concepts and procedures has been identified as the lowest math domain for	The action will provide the required professional development to strengthen instruction and understanding of performance, as well as integrated instructional supports; providing a richer, high-quality base of instruction for our students.	Metrics: 1.2, 1.6, 1.7, and 1.11

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 a deficit in problem solving skills, where you must be able to show and apply problem-solving skills. As mentioned previously, these are areas which are "red categories" indicated on the Dashboard for WUSD (SWD, SED, Hispanic, and all students), WIS (SED, SWD, Hispanic, EL and all students), and at WHS (SED and Hispanic). **Scope:** LEA-wide		
2.5	**Action:** Strategic Support for At-Promise Students - ELA and Math **Need:** Continued stagnation of student achievement rates, 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	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
		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 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.	

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
2.9	**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 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	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 resources to support academic growth across the district.	Metrics used for effectiveness: 2.1 through 2.11, in addition to 3.4
2.11	**Action:** Strategic Support for At Risk Students - ELA and Math **Need:** Maintaining an LTIS teacher supports unduplicated students by offering a flexible and tailored learning environment that addresses their unique needs and circumstances, thereby promoting equity and academic success through: 1. Flexibility in Learning: LTIS provides students with the flexibility to learn at their own	Maintaining a District Long Term Independent Study (LTIS) teacher provides crucial support for unduplicated students by offering a flexible, personalized learning environment that addresses their unique needs. This action enhances engagement, retention, and academic success, while promoting equity and inclusivity within the district.	Metrics for effectiveness: 2.1, 2.2, 2.4, 2.7, and 2.8

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
	pace and on a schedule that fits their individual needs. 2. Addressing Diverse Needs: Many unduplicated students, such as those from low-income families, foster youth, or English learners, might face challenges that make traditional classroom settings less effective. LTIS offers an alternative that can better accommodate their situations. 3. Improved Engagement and Retention (individual attention): With a dedicated LTIS teacher, students receive more one-on-one attention, which can help keep them engaged and motivated. This personalized support can address academic gaps and promote a deeper understanding of the material. 4. Preparation for Post-Secondary Success: LTIS fosters independent learning and self-discipline, skills that are valuable for post-secondary education and the workforce. This preparation is especially important for unduplicated students who might not have access to these opportunities otherwise. 5. Equitable Access to Education: By maintaining an LTIS teacher, WUSD ensures that all students, regardless of their background or personal circumstances, have access to quality education tailored to their needs. This action underscores the district's commitment to equity and inclusivity. **Scope:** LEA-wide		

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
2.12	**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 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	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
		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.	
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:**	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

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
	Schoolwide		
2.14	**Action:** ELD Students **Need:** Continued lack of growth in ELPI rate (need for increased support in language acquisition) and student achievement scores for EL students (specifically targeting the Reading and Writing domain in ELS and the Concepts & Procedures and Problem Solving domains in math). **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 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	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
		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.	
2.15	**Action:** ELD Students **Need:** Continued lack of growth in ELPI rate (need for increased support in language acquisition) and student achievement scores for EL students (specifically targeting the Reading and Writing domain in ELS and the Concepts & Procedures and Problem Solving domains in math). **Scope:** LEA-wide	Overall, increasing the number of instructional aides can create a more supportive, inclusive, and effective learning environment for EL students, helping them to achieve better academic outcomes. Increasing Instructional Aide staffing to provide greater support to English Language Development (ELD) provides: 1. Individualized Attention: With more instructional aides, students can receive more one-on-one or small group attention, which is crucial for language acquisition and comprehension. 2. Differentiated Instruction: Instructional aides can help tailor lessons to meet the diverse needs of EL students, ensuring that they receive instruction at their appropriate proficiency levels. 3. Enhanced Language Support: Aides can provide additional language support during lessons, helping students with vocabulary, grammar, pronunciation, and comprehension. 4. Cultural and Linguistic Representation: Bilingual aides can serve as cultural and linguistic role models, helping to bridge communication gaps between students, teachers, and parents.	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
		5. Classroom Management: Additional staff can help manage classroom behavior and logistics, allowing teachers to focus more on instruction and less on discipline. 6. Supplementary Instruction: Instructional aides can offer supplementary instruction and practice outside of the main classroom activities, reinforcing concepts and skills learned during regular instruction. 7. Support for Teachers: Aides can assist teachers with planning and implementing lessons, as well as with assessing student progress, which can lead to more effective and targeted teaching strategies	
2.16	**Action:** 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. 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	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
		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. 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	

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
		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 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.	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
		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 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	

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
2.20	**Action:** Student Support Services **Need:** Lack of growth in student academic achievement for unduplicated students, as identified on the CA Dashboard as "red" categories (ELA , Math, and ELPI Reading domain. **Scope:** LEA-wide	Increasing the number of paraprofessionals to work with unduplicated students provides crucial support that enhances their educational experience, addresses their unique challenges, and promotes academic success and well-being. Employment of paraprofessionals to work with unduplicated students (students who are English learners, low-income, or foster youth) in groups and individually supports these students in several impactful ways: 1. Individualized Instruction: Paraprofessionals can provide one-on-one or small group support tailored to the specific needs of unduplicated students, helping to address learning gaps and reinforce classroom instruction. 2. Targeted Support: Paraprofessionals can focus on areas where unduplicated students need the most help, whether it's language development for English learners, extra academic support for low-income students, or stability and consistency for foster youth. 3. Enhanced Learning Opportunities: With the additional support of paraprofessionals, unduplicated students have more opportunities for personalized learning experiences that cater to their unique educational needs. 4. Improved Academic Performance: Consistent, targeted support from paraprofessionals can help unduplicated students improve their academic skills, leading to better performance in school and higher achievement levels. 5. Emotional and Social Support: Paraprofessionals can provide emotional and social support, helping unduplicated students build confidence, improve social skills, and feel more connected to the school community.	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
		6. Classroom Engagement: Paraprofessionals can help keep unduplicated students engaged in classroom activities, ensuring that they remain focused and actively participate in their learning. 7. Homework Assistance: Paraprofessionals can assist with homework and other assignments, providing additional practice and reinforcing concepts learned in the classroom. 8. Consistent Monitoring: Paraprofessionals can closely monitor the progress of unduplicated students, providing timely feedback and interventions when necessary to keep them on track. 9. Parental Communication: Paraprofessionals can serve as a bridge between the school and families of unduplicated students, helping to communicate student needs, progress, and available resources, which can foster greater parental involvement and support. 10. Increased Teacher Capacity: By taking on some instructional responsibilities, paraprofessionals free up teachers to focus more on planning, instruction, and addressing the broader needs of their classrooms, ultimately benefiting all students, including those who are unduplicated.	
2.22	**Action:** Opportunity Program **Need:** Lack of academic growth, as evidenced by CAASPP scores, attendance rates, and graduation rates. **Scope:**	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	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
	LEA-wide	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 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	

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
		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. 12. Building Resilience: These programs can help unduplicated students build resilience and develop important life skills, empowering them to overcome challenges and succeed in their future endeavors.	
2.23	**Action:** Support for After-School Program **Need:** Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math and chronic absenteeism rates. **Scope:**	Continuing to support after-school programs such as SPARK/ASAP (Safe, Positive, Achieving, Responsible Kids/After School Achievement Program) through professional development for staff, purchasing materials and supplies, engaging families and community, and providing resources to bridge student needs from the instructional day to the after-school programs supports unduplicated students (students who are English learners, low-income, or foster youth) in several critical ways:	Metrics for effectiveness: 2.1, 2.2, 3.6, 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
	LEA-wide	1. Extended Learning Opportunities: After-school programs offer additional learning time beyond the regular school day, providing unduplicated students with more opportunities to reinforce and build upon what they have learned in class. 2. Academic Support: These programs can offer tutoring and homework assistance, helping unduplicated students better understand and complete their assignments, which can improve their academic performance. 3. Engaging Activities: By purchasing materials and supplies, after-school programs can provide a variety of engaging and enriching activities that promote learning, creativity, and physical activity, which can be particularly beneficial for unduplicated students. 4. Professional Development for Staff: Providing professional development ensures that after-school program staff are well-equipped to meet the diverse needs of unduplicated students, using effective instructional strategies and best practices. 5. Consistency and Continuity: Resources that bridge student needs from the instructional day to the after-school programs help create a seamless learning experience, reinforcing concepts and skills taught during the school day. 6. Safe and Supportive Environment: After-school programs provide a safe and structured environment where unduplicated students can stay engaged in productive activities, reducing the likelihood of involvement in risky behaviors. 7. Social and Emotional Support: These programs often include components that support social and emotional learning, 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
		develop important life skills such as teamwork, communication, and resilience. 8. Family and Community Engagement: Engaging families and the community helps create a support network around unduplicated students, fostering a sense of belonging and encouraging parental involvement in their education. 9. Access to Resources: By providing necessary resources, after-school programs can address specific needs of unduplicated students, such as language support for English learners or access to nutritious snacks for low-income students. 10. Holistic Development: After-school programs often include a variety of activities that support the holistic development of unduplicated students, including academic, physical, social, and emotional growth. 11. Mentorship and Role Models: After-school staff can serve as mentors and positive role models for unduplicated students, providing guidance and support that can inspire and motivate them to achieve their goals. 12. Building Positive Relationships: These programs offer opportunities for unduplicated students to build positive relationships with peers and adults, fostering a supportive community and enhancing their overall school experience. 13. Improved Attendance and Engagement: Participation in after-school programs can improve overall school attendance and engagement by keeping students connected to the school environment and motivated to learn.	
2.24	**Action:** Support for After-School Program	1. Extended Learning Opportunities: After-school programs offer additional learning time beyond the regular school day, providing unduplicated	Metrics for effectiveness: 2.1, 2.2, 3.6, 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
	Need: Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math and chronic absenteeism rates. **Scope:** LEA-wide	students with more opportunities to reinforce and build upon what they have learned in class. 2. Academic Support: These programs can offer tutoring and homework assistance, helping unduplicated students better understand and complete their assignments, which can improve their academic performance. 3. Engaging Activities: By purchasing materials and supplies, after-school programs can provide a variety of engaging and enriching activities that promote learning, creativity, and physical activity, which can be particularly beneficial for unduplicated students. 4. Professional Development for Staff: Providing professional development ensures that after-school program staff are well-equipped to meet the diverse needs of unduplicated students, using effective instructional strategies and best practices. 5. Consistency and Continuity: Resources that bridge student needs from the instructional day to the after-school programs help create a seamless learning experience, reinforcing concepts and skills taught during the school day. 6. Safe and Supportive Environment: After-school programs provide a safe and structured environment where unduplicated students can stay engaged in productive activities, reducing the likelihood of involvement in risky behaviors. 7. Social and Emotional Support: These programs often include components that support social and emotional learning, helping unduplicated students develop important life skills such as teamwork, communication, and resilience. 8. Family and Community Engagement: Engaging families and the community helps create a support	

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
		network around unduplicated students, fostering a sense of belonging and encouraging parental involvement in their education. 9. Access to Resources: By providing necessary resources, after-school programs can address specific needs of unduplicated students, such as language support for English learners or access to nutritious snacks for low-income students. 10. Holistic Development: After-school programs often include a variety of activities that support the holistic development of unduplicated students, including academic, physical, social, and emotional growth. 11. Mentorship and Role Models: After-school staff can serve as mentors and positive role models for unduplicated students, providing guidance and support that can inspire and motivate them to achieve their goals. 12. Building Positive Relationships: These programs offer opportunities for unduplicated students to build positive relationships with peers and adults, fostering a supportive community and enhancing their overall school experience. 13. Improved Attendance and Engagement: Participation in after-school programs can improve overall school attendance and engagement by keeping students connected to the school environment and motivated to learn.	
2.25	**Action:** Support of Technology Access **Need:** Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math, under	Enhancing technology access through device and infrastructure upgrades, including 1-1 deployments to ensure school and home accessibility, can significantly improve support for unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:	Metrics for effectiveness: 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 3.3, and 3.4

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
	representation in CCI indicator categories and chronic absenteeism rates. **Scope:** LEA-wide	1. Equitable Access to Technology: Providing each student with a device ensures that all unduplicated students have equal access to the digital tools and resources necessary for learning, both at school and at home. 2. Bridging the Digital Divide: Upgrading infrastructure and providing devices help bridge the digital divide, particularly for low-income students who may not have reliable internet access or modern devices at home. 3. Consistent Learning Opportunities: With 1-1 device deployments, unduplicated students can continue their learning seamlessly from school to home, ensuring they have consistent access to educational content, assignments, and resources. 4. Enhanced Engagement: Access to technology can make learning more engaging and interactive, helping to capture the interest of unduplicated students and improve their motivation to learn. 5. Personalized Learning: Technology enables personalized learning experiences, allowing unduplicated students to work at their own pace and receive tailored instruction and support based on their individual needs. 6. Support for Language Development: For English learners, technology provides access to language learning apps, translation tools, and digital resources that can aid in language acquisition and development. 7. Access to Online Resources: Unduplicated students can access a wealth of online educational resources, including e-books, educational videos, and interactive learning platforms, which can enhance their learning experience. 8. Improved Communication: Technology facilitates better communication between teachers,	

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, and parents, enabling more effective collaboration and support. This is particularly important for foster youth who may have multiple caregivers or social workers involved in their education. 9. Homework and Project Completion: With reliable devices and internet access, unduplicated students can complete homework and projects more efficiently, leading to better academic performance and reduced stress. 10. Skill Development: Access to technology helps unduplicated students develop important digital literacy skills that are essential for success in the modern world, including research, problem-solving, and technical skills. 11. Virtual Learning Support: In case of school closures or other disruptions, unduplicated students with access to technology can participate in virtual learning, ensuring continuity of education. 12. Access to Support Services: Technology can provide unduplicated students with access to various support services, such as tutoring, counseling, and mental health resources, through online platforms. 13. Parental Engagement: Enhanced technology access allows parents of unduplicated students to stay informed and engaged with their child's education through online portals, communication apps, and virtual meetings. 14. Academic Tracking and Feedback: Teachers can use technology to track student progress more effectively and provide timely feedback, helping unduplicated students stay on track and address any learning gaps promptly.	

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
2.26	**Action:** Strategic Support for At-Promise Students - ELA and Math **Need:** Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math, under representation in CCI indicator categories and chronic absenteeism rates. **Scope:** LEA-wide	Providing ongoing instructional aide support for English Language Arts (ELA) and mathematics interventions at MES (elementary school), WIS (middle school), and WHS (high school) supports unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: 1. Targeted Academic Support: Instructional aides can provide targeted academic interventions in ELA and mathematics, addressing specific learning gaps and helping unduplicated students improve their skills in these critical subjects. 2. Individualized Instruction: With the help of instructional aides, unduplicated students can receive more individualized instruction tailored to their unique needs, ensuring they understand the material and can progress at their own pace. 3. Small Group Instruction: Instructional aides can facilitate small group instruction, allowing unduplicated students to benefit from more personalized attention and support, which can be particularly beneficial for those who struggle in larger classroom settings. 4. Improved Engagement: Additional support from instructional aides can help unduplicated students stay engaged and motivated in their learning, as they receive more focused attention and encouragement. 5. Reinforcement of Learning: Instructional aides can reinforce concepts taught by the classroom teacher, providing additional practice and clarification to help unduplicated students grasp challenging material. 6. Language Support: For English learners, instructional aides can offer language support, helping them improve their language proficiency	Metrics for effectiveness: 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 3.3, and 3.4

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
		while also mastering ELA and mathematics content. 7. Consistent Monitoring and Feedback: Instructional aides can closely monitor the progress of unduplicated students and provide timely feedback, helping them stay on track and address any areas of difficulty promptly. 8. Building Confidence: With the extra support from instructional aides, unduplicated students can build confidence in their abilities, which can lead to improved academic performance and a more positive attitude toward learning. 9. Reduction of Achievement Gaps: By providing targeted interventions in ELA and mathematics, instructional aides help reduce achievement gaps, ensuring that unduplicated students have the support they need to succeed academically. 10. Enhanced Learning Environment: The presence of instructional aides creates a more supportive and inclusive learning environment, where unduplicated students feel valued and understood. 11. Parental Engagement: Instructional aides can help communicate with parents about their child's progress and needs, fostering greater parental involvement and support for their child's education. 12. Preparation for Future Academic Success: Early and consistent support in ELA and mathematics helps unduplicated students build a strong foundation in these subjects, preparing them for future academic challenges and success.	
2.30	**Action:** ELD Students **Need:**	Providing targeted professional development in instructional strategies and approaches to support English Learner (EL) student achievement in	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
	Lack of academic achievement for EL students, as demonstrated in the scores from CAASPP testing and language acquisition. **Scope:** LEA-wide	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 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	

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
		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. 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.	

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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 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	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
		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. 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.	

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		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 Liaisons to help improve outreach and engagement with the school community can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: 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, 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	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8. 3.2, and 3.4

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
		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. 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.	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		through overcoming challenges and working collaboratively with their peers. 5. Equal Access to Enrichment: Offering this opportunity ensures that unduplicated students have access to enrichment activities that they might not otherwise experience due to financial constraints. This helps level the playing field and provides equal opportunities for all students. 6. Building Connections: The camp experience allows unduplicated students to form stronger bonds with their peers and teachers, creating a sense of community and belonging. These connections can provide a support network that extends beyond the camp experience. 7. Enhanced Engagement: Participating in an engaging, hands-on camp can increase students' overall enthusiasm for learning and school, which can translate into improved attendance and academic performance. 8. Exposure to New Environments: For foster youth and other unduplicated students, attending camp can be a unique opportunity to experience new environments and activities, which can broaden their perspectives and contribute to their personal growth. 9. Parental Involvement: The excitement and positive experiences associated with the camp can foster greater parental involvement and interest in their child's education, creating a supportive home environment for learning. 10. Respite from Challenges: For students facing challenging home environments or socioeconomic hardships, the camp provides a temporary respite where they can focus on learning, exploration, and fun in a supportive setting.	

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		11. Development of Lifelong Skills: Camp activities often focus on building practical life skills such as leadership, responsibility, and independence. These skills are valuable for unduplicated students as they navigate their educational journeys and future careers. 12. Positive Memories and Experiences: The camp can create lasting positive memories and experiences for unduplicated students, contributing to a positive attitude towards school and learning.	
3.7	**Action:** River Jim **Need:** Need to improve student engagement and academic growth as indicated in CASSPP testing results, chronic truancy rates, and graduation rate. **Scope:** Schoolwide	Offering an opportunity for 6th graders to attend the River Jim experience at Willows Intermediate School can support unduplicated students (students who are English learners, low-income, or foster youth) in several important ways: 1. Hands-On Learning: River Jim provides experiential learning opportunities that engage unduplicated students in hands-on activities, making learning more interactive and memorable. This can be especially beneficial for students who may struggle with traditional classroom instruction. 2. Exposure to Nature and Science: The experience focuses on environmental education, exposing students to science and nature in a practical setting. This exposure can spark an interest in STEM subjects and careers, broadening the horizons of unduplicated students. 3. Language Development: For English learners, participating in activities can provide a rich language immersion experience, helping them to improve their English skills in a natural, conversational setting. 4. Social and Emotional Growth: Outdoor experiences can help foster social and emotional	Metrics for effectiveness: 2.1, 2.2, 3.4, 3.6, and 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		development by encouraging teamwork, problem-solving, and communication. Unduplicated students can build confidence and resilience through overcoming challenges and working collaboratively with their peers. 5. Equal Access to Enrichment: Offering this opportunity ensures that unduplicated students have access to enrichment activities that they might not otherwise experience due to financial constraints. This helps level the playing field and provides equal opportunities for all students. 6. Building Connections: The experience allows unduplicated students to form stronger bonds with their peers and teachers, creating a sense of community and belonging. These connections can provide a support network that extends beyond the camp experience. 7. Enhanced Engagement: Participating in an engaging, hands-on experiences can increase students' overall enthusiasm for learning and school, which can translate into improved attendance and academic performance. 8. Exposure to New Environments: For foster youth and other unduplicated students, attending camp can be a unique opportunity to experience new environments and activities, which can broaden their perspectives and contribute to their personal growth. 9. Parental Involvement: The excitement and positive experiences associated with River Jim can foster greater parental involvement and interest in their child's education, creating a supportive home environment for learning. 10. Respite from Challenges: For students facing challenging home environments or socioeconomic hardships, the camp provides a temporary respite	

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
		where they can focus on learning, exploration, and fun in a supportive setting. 11. Development of Lifelong Skills: Activities often focus on building practical life skills such as leadership, responsibility, and independence. These skills are valuable for unduplicated students as they navigate their educational journeys and future careers. 12. Positive Memories and Experiences: The experience can create lasting positive memories and experiences for unduplicated students, contributing to a positive attitude towards school and learning.	
3.9	**Action:** Social and Emotional Learning **Need:** Continued lack of academic progress, as indicated by CAASPP testing, as well as attendance and suspension rates. **Scope:** LEA-wide	Providing academic, behavioral, and social-emotional learning (SEL) programs in WUSD (Willows Unified School District) can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: 1. Academic Support: Targeted Instructio: Academic programs can be tailored to meet the specific needs of unduplicated students, helping to close achievement gaps and ensure that they receive the support necessary to succeed in core subjects like reading, writing, and math. Tutoring and Remediation: Offering additional tutoring and remediation programs can provide unduplicated students with the extra help they need to master challenging concepts and stay on track with their peers. Access to Resources: Providing access to academic resources, such as technology, textbooks, and supplementary materials, ensures that unduplicated students have the tools they	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, 3.8, 3.9, 3.10, and 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		need to complete their work and engage fully in their education.	
		2. Behavioral Support:	
		Positive Behavior Interventions and Supports (PBIS): Implementing PBIS can create a positive school climate by promoting good behavior and reducing disciplinary issues. This is especially beneficial for unduplicated students who may need more structure and support.	
		Behavioral Interventions: Targeted behavioral interventions can help unduplicated students develop better self-regulation and coping strategies, reducing the likelihood of disruptive behavior and improving their ability to focus on learning.	
		Consistent Expectations: Establishing clear and consistent behavioral expectations helps create a safe and predictable learning environment, which can be particularly important for foster youth and other students who may experience instability at home.	
		3. Social-Emotional Learning (SEL) Support:	
		Emotional Regulation: SEL programs teach unduplicated students how to understand and manage their emotions, which can improve their ability to handle stress and build resilience.	
		Relationship Skills: SEL programs help students develop essential relationship skills, such as empathy, cooperation, and communication, which are crucial for forming positive peer and adult relationships.	
		Self-Awareness and Self-Esteem: SEL programs promote self-awareness and self-esteem, helping unduplicated students recognize their strengths and build confidence in their abilities.	

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		Conflict Resolution: Teaching conflict resolution skills can help unduplicated students navigate social challenges and reduce instances of bullying and peer conflict. 4. Holistic Development: Integrated Support: Combining academic, behavioral, and SEL programs provides a holistic approach to student development, addressing the multifaceted needs of unduplicated students. Life Skills: These programs equip unduplicated students with essential life skills that go beyond academics, preparing them for future success in both personal and professional realms. Supportive Environment: Creating a supportive and nurturing school environment helps unduplicated students feel safe, valued, and understood, which can enhance their overall well-being and academic engagement. 5. Parental and Community Involvement: Family Engagement: Involving families in SEL and behavioral programs can create a more cohesive support system for unduplicated students, encouraging parental involvement and fostering a strong home-school connection. Community Resources: Partnering with community organizations can provide additional resources and support services, such as mental health counseling, extracurricular activities, and mentoring programs. 6. Long-Term Impact: Improved Academic Outcomes: By addressing academic, behavioral, and social-emotional needs, these programs can lead to improved academic performance and higher graduation rates among unduplicated students.	

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		Reduced Dropout Rates: Providing comprehensive support can help keep unduplicated students engaged in school and reduce dropout rates. Positive Future Trajectories: Equipping unduplicated students with the skills and support they need to succeed academically, behaviorally, and socially sets them on a path for long-term success and fulfillment.	
3.10	**Action:** Student Services **Need:** Continued lack of academic growth, as demonstrated by CAASPP scores, as well as access to and growth in CCI indicators and College and Career preparation **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 effective study habits, which can enhance their academic performance and motivation.	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
		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: Family Support: Counselors can work with families to support the social, emotional, and academic development of unduplicated students, providing	

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		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. Progress Monitoring: Regular monitoring of students' progress allows counselors to adjust	

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		support strategies as needed, ensuring continuous growth and improvement.	
3.11	**Action:** Health Aide Services **Need:** Continued lack of growth in student achievement, as indicated by CAASPP scores, as well as student attendance and chronic absenteeism rates. **Scope:** Schoolwide	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. 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	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, and 3.11

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		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: 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.	

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		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. 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	
3.12	**Action:** Outdoor Education, Science, Nutrition **Need:** Need to improve student engagement and academic growth as indicated in CASSPP testing results, chronic truancy rates, and attendance rates	Continuing to support the Murdock Elementary School Garden by providing an allocation for materials and supplies can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: 1. Hands-On Learning: Engagement: The school garden provides a hands-on learning environment where	Metrics for effectiveness: 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
	Scope: Schoolwide	unduplicated students can engage in experiential learning, which can be more effective and engaging than traditional classroom instruction. Science and Environmental Education: Students learn about biology, ecology, and environmental stewardship through direct interaction with plants and the natural world, fostering a deeper understanding and appreciation of these subjects. 2. Language Development: Vocabulary Building: Working in the garden introduces EL students to new vocabulary and concepts related to plants, gardening, and the environment, enhancing their language skills. Contextual Learning: EL students can improve their language acquisition by using English in a practical, real-world context, which can make learning more meaningful and effective. 3. Nutrition and Health Education: Healthy Eating Habits: The garden can be used to teach students about nutrition and the importance of healthy eating, which is particularly beneficial for low-income students who may have limited access to fresh produce. Physical Activity: Gardening involves physical activity, promoting a healthy lifestyle and providing an opportunity for exercise. 4. Social and Emotional Learning: Teamwork and Collaboration: Working together in the garden helps students develop teamwork and collaboration skills, fostering positive social interactions and a sense of community. Responsibility and Patience: Caring for plants teaches students responsibility, patience, and the rewards of nurturing and sustaining life. Stress Relief: Gardening can be a therapeutic activity that helps reduce stress and anxiety,	

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		providing a calming and restorative experience for students. 5. Academic Connections: Interdisciplinary Learning: The garden can be integrated into various subjects such as math (measuring plant growth, calculating areas), science (plant biology, ecosystems), and art (drawing plants, garden design), providing a multidisciplinary approach to education. Enhanced Engagement: Hands-on, practical activities in the garden can make learning more engaging and relevant, particularly for students who may struggle with traditional classroom-based learning. 6. Life Skills Development: Practical Skills: Students learn practical gardening skills, such as planting, watering, weeding, and harvesting, which can be useful life skills. Problem-Solving: Gardening involves problem-solving and critical thinking, such as figuring out why plants aren't growing well and how to address those issues. 7. Environmental Stewardship: Sustainability Education: The garden teaches students about sustainability practices, such as composting and water conservation, fostering a sense of environmental responsibility. Connection to Nature: Developing a connection to nature can inspire students to care for the environment and make more sustainable choices in their lives. 8. Community and Family Engagement: Family Involvement: The garden can be a focal point for family and community involvement, with events, volunteer opportunities, and garden workdays that bring families together.	

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		Cultural Sharing: Families can share their cultural gardening practices and crops, enriching the garden experience and fostering cultural exchange and understanding. 9. Support for Foster Youth: Stability and Continuity: For foster youth, the garden can provide a stable, continuous, and predictable environment, offering a sense of security and belonging. Positive Relationships: Interacting with peers and adults in the garden setting can help foster youth build positive relationships and social skills.	
3.13	**Action:** Student Support Services **Need:** Continued lack of academic progress, as indicated by CAASPP testing, as well as attendance and suspension rates. **Scope:** Schoolwide	Maintaining a Behavioral Intervention Aide at Murdock Elementary School (MES) to support Social-Emotional Learning (SEL), counseling, and Positive Behavioral Interventions and Supports (PBIS) services for "at-promise" students can significantly benefit unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: 1. Targeted SEL Support: Social-Emotional Learning: The Behavioral Intervention Aide can deliver SEL programs that help unduplicated students develop crucial skills such as emotional regulation, empathy, relationship-building, and effective communication. Conflict Resolution: The aide can teach and model conflict resolution skills, helping students navigate social interactions more successfully and reducing incidents of bullying and peer conflict. 2. Individual and Group Counseling: Emotional Support: The aide can provide one-on-one and group counseling sessions, offering a safe space for unduplicated students to discuss their feelings, experiences, and challenges.	Metrics for evaluation: 1.10, 1.11, 2.1, 2.2, 3.4, 3.8, 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
		Trauma-Informed Care: For foster youth and others who may have experienced trauma, the aide can offer trauma-informed support, helping them process their experiences and develop coping strategies. 3. Positive Behavioral Interventions and Supports (PBIS): Promoting Positive Behavior: The Behavioral Intervention Aide can implement PBIS strategies, reinforcing positive behavior through recognition and rewards, which helps create a positive and supportive school climate. Behavioral Interventions: The aide can provide targeted behavioral interventions for students who need extra support, helping them develop better self-regulation and behavioral skills. 4. Academic Impact: Improved Focus and Engagement: By addressing behavioral and emotional issues, the aide helps unduplicated students improve their focus and engagement in the classroom, leading to better academic outcomes. Reduced Disruptions: Effective behavioral interventions reduce classroom disruptions, creating a more conducive learning environment for all students. 5. Support for English Learners: Language-Sensitive Interventions: The aide can provide SEL and behavioral support that is sensitive to the language needs of English learners, ensuring they understand and can apply the strategies being taught. Building Confidence: Positive reinforcement and supportive interventions help build the confidence of English learners, encouraging them to participate more actively in class.	

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

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
		10. Reducing Dropout Rates: Early Intervention: By addressing behavioral and emotional issues early, the aide helps reduce the likelihood of unduplicated students disengaging from school and dropping out, promoting long-term educational success.	
3.14	**Action:** Student Support Services **Need:** Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as graduation rates and chronic absenteeism. **Scope:** Schoolwide	Funding a paraprofessional for the Willows Community High School (WCHS) program to support at-promise student attendance and academic success can significantly benefit unduplicated students (students who are English learners, low-income, or foster youth) in several ways: 1. Individualized Academic Support: Tutoring and Homework Assistance: The paraprofessional can provide one-on-one or small group tutoring, helping unduplicated students understand difficult concepts, complete assignments, and prepare for exams. Personalized Learning Plans: By working closely with students, the paraprofessional can help create and implement personalized learning plans that cater to the specific academic needs and learning styles of unduplicated students. 2. Improved Attendance: Monitoring and Encouragement: The paraprofessional can track student attendance, identify patterns of absenteeism, and work with students to address barriers to regular attendance, such as transportation issues, health concerns, or family responsibilities. Building Relationships: By developing strong, supportive relationships with students, the paraprofessional can encourage consistent attendance and engagement in school activities.	Metrics for effectiveness: 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
		3. Enhanced Engagement: Interactive Learning: The paraprofessional can assist in creating engaging and interactive learning experiences that capture the interest of unduplicated students, making learning more enjoyable and relevant. Supportive Classroom Environment: By providing additional support in the classroom, the paraprofessional helps create a more inclusive and supportive environment where unduplicated students feel valued and motivated to participate. 4. Behavioral Support: Positive Reinforcement: The paraprofessional can implement positive reinforcement strategies to encourage good behavior and academic effort, helping unduplicated students develop self-discipline and responsibility. Behavioral Interventions: For students struggling with behavioral issues, the paraprofessional can provide targeted interventions and support, helping them develop better self-regulation and coping strategies. 5. Support for English Learners: Language Assistance: The paraprofessional can offer additional language support to English learners, helping them improve their language proficiency and better understand academic content. Bilingual Support: If the paraprofessional is bilingual, they can facilitate communication between English learners, their families, and the school, ensuring that language barriers do not hinder academic progress. 6. Emotional and Social Support: Mentorship: The paraprofessional can serve as a mentor, providing guidance, encouragement, and	

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

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		helps ensure that unduplicated students have a positive and rewarding school experience, fostering a love of learning and a commitment to education.	
3.15	**Action:** Student Support Services **Need:** Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as graduation rates and chronic absenteeism. **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-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	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
		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 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	

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		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:** Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as student engagement, chronic absenteeism and attendance rates. **Scope:**	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: 1. Enhanced Academic Performance: Cognitive Development: Music and enrichment activities stimulate cognitive development, enhancing skills such as critical thinking, problem-	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
	Schoolwide	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 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	

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		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: Showcasing Talent: Events such as concerts and exhibitions can engage families and the community, fostering a sense of pride and connection to the school.	

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		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. 2. Improved Attendance and Engagement: Consistent Participation: Ensuring that transportation is available and dependable	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
		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. Skill Development: Activities such as team sports and group projects help students develop important social-emotional skills, including teamwork, leadership, and communication.	

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		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 skills that are valuable for college and career readiness, such as leadership, critical thinking, and collaboration.	

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		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 part-time Director of Student Attendance position to provide attendance oversight, outreach, and facilitation of truancy mitigation can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in several key ways: 1. Improved Attendance Rates: Targeted Interventions: The Director of Student Attendance can identify unduplicated students who have attendance issues and implement targeted interventions to address the root causes of absenteeism. 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 Director 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. 3. Increased Family Engagement: Outreach and Communication: The Director can engage in outreach efforts to communicate the importance of regular attendance to families and	Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 3.2, 3.4, 3.11

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		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 Director can work with English learners and their families to ensure that language barriers do not impede attendance. This might include providing information and resources in multiple languages and ensuring that communication is clear and effective. 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 Director can connect low-income students and their families with resources such as transportation assistance, school supplies, and access to free or reduced-price meals, reducing the economic barriers to regular attendance. 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 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,	

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		the Director can ensure that foster youth receive the support they need to attend school regularly. 7. Truancy Mitigation: Preventive Measures: The Director 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 Director can track attendance data and analyze trends to identify patterns and target interventions more effectively. This data-driven approach ensures that resources are allocated where they are most needed. 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. Creating a Positive School Culture: Promoting regular attendance contributes to a positive school culture where students feel valued, supported, and motivated to succeed.	

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3.19	**Action:** Student Support Services and Community Outreach **Need:** Need for continued growth in student engagement, as well as ongoing low CAASPP test results for our unduplicated students. **Scope:** LEA-wide	Maintaining a Director of Instructional Services position to coordinate independent study and Expanded Learning Opportunities programs, as well as bolster instructional strategies, parent engagement, and efforts to ensure the engagement of school community partnerships, supports unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: 1. Enhanced Academic Support: Independent Study Coordination: The Director ensures that independent study programs are effectively coordinated, providing flexible learning options for unduplicated students who may need alternative schedules or personalized learning plans. Expanded Learning Opportunities: By overseeing expanded learning programs, the Director can offer additional academic support and enrichment activities outside of regular school hours, helping unduplicated students reinforce their learning and explore new interests. 2. Improved Instructional Strategies: Professional Development: The Director can organize professional development for teachers, focusing on effective instructional strategies that address the diverse needs of unduplicated students, such as differentiated instruction and culturally responsive teaching. Best Practices Implementation: Ensuring that teachers are equipped with the best practices for supporting unduplicated students can lead to more effective teaching and improved student outcomes. 3. Increased Parent Engagement: Communication and Outreach: The Director can	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
		develop and implement strategies to engage parents, particularly those of unduplicated students, by providing resources, workshops, and regular communication to keep them informed and involved in their child's education. Building Trust: By fostering strong relationships between the school and families, the Director helps build trust and encourages parental involvement, which is crucial for student success. 4. Support for English Learners: • **Language Support Programs**: The Director can coordinate programs specifically designed to support English learners, ensuring they receive the necessary language instruction and resources to succeed academically. • **Integration of Language Acquisition Strategies**: Ensuring that instructional strategies include language acquisition techniques helps English learners improve their proficiency while learning core content. 5. Support for Low-Income Students: Access to Resources: The Director can facilitate access to educational resources and support services for low-income students, such as tutoring, technology, and academic enrichment programs, helping to level the playing field. Addressing Barriers: By identifying and addressing barriers to learning, the Director ensures that low-income students have the support they need to succeed. 6. Support for Foster Youth: Stability and Continuity: The Director can ensure that foster youth receive consistent academic support, even if they experience changes in their	

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		living situations, by coordinating with child welfare agencies and providing flexible learning options. Targeted Interventions: Developing targeted interventions and support systems specifically for foster youth helps address their unique challenges and promote their academic and social-emotional well-being. 7. Enhanced Community Partnerships: Collaboration with Community Organizations: The Director can collaborate with community organizations to provide additional resources and support for unduplicated students, such as mentoring programs, mental health services, and extracurricular activities. Engaging Local Businesses: Partnering with local businesses can create opportunities for internships, job shadowing, and career exploration, helping students connect their education to future career paths. 8. Holistic Student Support: Comprehensive Programs: The Director ensures that independent study and expanded learning programs are comprehensive and address the academic, social, and emotional needs of unduplicated students. Integrated Services: Coordinating various support services and programs creates a more integrated approach to student support, ensuring that unduplicated students receive well-rounded assistance. 9. Increased Student Engagement: Engaging Curriculum: By bolstering instructional strategies and ensuring that programs are engaging and relevant, the Director helps increase student engagement and motivation to learn. Expanded Opportunities: Offering a variety of	

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		learning opportunities, both within and outside the classroom, keeps students interested and invested in their education. 10. Data-Driven Decision Making: Monitoring and Evaluation: The Director can use data to monitor the effectiveness of programs and interventions, making adjustments as needed to ensure they meet the needs of unduplicated students. Continuous Improvement: Regular assessment and feedback loops enable continuous improvement of instructional practices and support services.	
3.20	**Action:** Community Outreach **Need:** Continued need for growth in student achievement and engagement, as indicated by CAASPP results, graduation rates, and attendance rates. **Scope:** LEA-wide	Providing technology resources and materials for engagement and outreach activities to support student, parent, and community engagement can significantly benefit unduplicated students (students who are English learners, low-income, or foster youth) in several important ways: 1. Enhanced Student Engagement: Interactive Learning: Technology resources, such as tablets, laptops, and educational software, can make learning more interactive and engaging, helping unduplicated students stay motivated and interested in their studies. Access to Digital Tools: Providing access to digital tools and online learning platforms ensures that unduplicated students can participate fully in modern, technology-enhanced education. 2. Improved Academic Performance: Supplemental Resources: Technology can offer supplemental educational resources, such as tutorials, interactive simulations, and practice exercises, which can help unduplicated students reinforce and extend their learning.	Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 2.9, 2.10, 2.11, 3.2, 3.4, and 3.11

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		Personalized Learning: Technology enables personalized learning experiences, allowing students to work at their own pace and receive tailored instruction based on their individual needs and progress. 3. Support for English Learners: Language Learning Tools: Technology can provide language learning apps and programs that help English learners improve their proficiency in English, including vocabulary, grammar, and pronunciation. Bilingual Resources: Access to bilingual resources and translation tools can support English learners in understanding and completing their assignments. 4. Increased Parent Engagement: Communication Platforms: Technology can facilitate better communication between schools and parents through platforms such as email, school portals, and messaging apps, ensuring that parents stay informed and involved in their child's education. Virtual Meetings and Workshops: Offering virtual meetings, workshops, and webinars can help engage parents who may have difficulty attending in-person events due to work schedules or transportation issues. 5. Support for Low-Income Students: Access to Devices: Providing devices such as laptops or tablets to low-income students ensures they have the necessary tools to participate in digital learning and complete assignments at home. Internet Access: Ensuring that low-income students have access to reliable internet	

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		connectivity is crucial for their ability to engage in online learning and access educational resources. 6. Support for Foster Youth: Stability and Continuity: Technology can provide foster youth with consistent access to educational resources, even if they experience changes in their living situations, helping to maintain stability in their education. Virtual Support Services: Online platforms can offer foster youth access to virtual counseling, mentoring, and support groups, providing additional emotional and social support. 7. Community Engagement: Building Connections: Technology can facilitate community engagement by connecting students and their families with local organizations, services, and resources that can provide additional support and enrichment. Collaborative Projects: Community-based digital projects and initiatives can encourage collaboration between students, families, and community members, fostering a sense of belonging and shared purpose. 8. Holistic Support: Comprehensive Resources: Providing technology resources ensures that unduplicated students have access to a comprehensive array of educational tools, information, and support services, addressing their academic, social, and emotional needs. Inclusive Environment: Technology can help create an inclusive educational environment where all students, regardless of their background or circumstances, have the opportunity to succeed. 9. Parent and Community Education:	

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
		Digital Literacy: Offering digital literacy training and resources for parents and community members can help them better support their children's education and navigate online platforms and resources. Resource Sharing: Technology can facilitate the sharing of educational resources, information, and best practices among parents, educators, and community members. 10. Monitoring and Feedback: Data Collection: Technology allows for the collection and analysis of data on student engagement and performance, enabling educators to identify areas of need and adjust instruction and support accordingly. Continuous Improvement: Regular feedback from students, parents, and community members can help improve the effectiveness of engagement and outreach activities, ensuring they meet the needs of unduplicated students.	
3.21	**Action:** 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:**	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	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
	LEA-wide	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: 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	

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
		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. 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	

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
		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.	
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	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
		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. 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:	

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
		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 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	

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
		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.	
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) 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:	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
		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: 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	

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, 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 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.	

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
		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.	
3.24	**Action:** Student Support Services-Additional Supervision **Need:** To address rates of students discipline, involving suspension, expulsion, student sense of safety and attendance rate. **Scope:** Schoolwide	Providing an additional three Yard Duty Supervisors to Willows Intermediate School (WIS) to accommodate increased enrollment and enhance student safety supports unduplicated students (students who are English learners, low-income, or foster youth) in several important ways: 1. Enhanced Student Safety: Increased Supervision: More Yard Duty Supervisors ensure that all areas of the school, such as playgrounds, lunch areas, and hallways, are adequately monitored, reducing the risk of accidents, bullying, and other safety concerns. Prompt Response to Incidents: With additional supervisors, any issues or incidents can be addressed more quickly and effectively, ensuring a safer environment for all students. 2. Positive School Climate: Supportive Environment: Additional supervisors help create a more supportive and orderly environment where students feel safe and respected, which is particularly beneficial for	Metrics for Evaluation: 3.8, 3.9, 3.10, 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		unduplicated students who may face challenges outside of school. Proactive Behavior Management: Supervisors can implement and reinforce positive behavior strategies, contributing to a positive school climate that promotes respect and cooperation. 3. Improved Student Engagement: Safe Spaces for Interaction: Enhanced supervision provides unduplicated students with safe spaces to interact with their peers during recess and lunch, fostering social connections and a sense of belonging. Encouragement of Positive Activities: Supervisors can organize and encourage positive activities during recess and breaks, keeping students engaged and reducing the likelihood of negative behaviors. 4. Support for English Learners: Language Support: Supervisors who are trained to work with English learners can provide additional language support during non-instructional times, helping these students practice their English in a more relaxed setting. Cultural Sensitivity: Culturally sensitive supervisors can better understand and address the needs of English learners, making them feel more included and supported. 5. Support for Low-Income Students: Resource Access: Supervisors can help ensure that low-income students have access to necessary resources, such as lunch programs, and can identify students who may need additional support. Monitoring Well-Being: Increased supervision allows for better monitoring of students' well-being,	

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
		ensuring that any signs of distress or need for assistance are promptly addressed.	
		6. Support for Foster Youth:	
		Stable Relationships: Foster youth often benefit from stable and consistent relationships with adults. Additional supervisors can provide more opportunities for foster youth to build positive relationships with caring adults in the school.	
		Attention to Individual Needs: Supervisors can pay closer attention to the unique needs of foster youth, providing the support and stability they may lack in other areas of their lives.	
		7. Reduction in Behavioral Issues:	
		Proactive Monitoring: With more supervisors, potential behavioral issues can be identified and addressed before they escalate, reducing the need for disciplinary actions and creating a more positive environment.	
		Restorative Practices: Supervisors trained in restorative practices can help mediate conflicts and facilitate resolutions, promoting a culture of understanding and cooperation.	
		8. Parental Peace of Mind:	
		Increased Trust: Knowing that there are additional supervisors to ensure their children's safety can provide parents with peace of mind, particularly for parents of unduplicated students who may have additional concerns about their children's well-being.	
		Improved Communication: Supervisors can serve as a bridge between the school and families, providing updates on students' behavior and well-being during non-instructional times.	
		9. Holistic Student Support:	
		Comprehensive Care: Additional supervisors contribute to a holistic approach to student	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support, addressing not just academic needs but also social, emotional, and physical well-being. Positive Role Models: Supervisors can serve as positive role models, demonstrating respectful and responsible behavior for students to emulate.	
4.1	**Action:** Building Student Engagement **Need:** WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:** Schoolwide	Implementing a comprehensive plan that focuses on hands-on, experiential learning opportunities, such as CTE curriculum, project-based learning (PBL), and participation in related clubs and events, supports WCHS students by increasing engagement, building employability skills, and addressing the school's high rates of absenteeism and low graduation rates. This approach helps students stay motivated, enhances their social-emotional development, fosters school retention, and provides clear pathways to graduation, making education more relevant and beneficial for students facing significant challenges. This is offered school-wide due to the site's unique size and corresponding demographics.	Metrics for evaluation include 4.1, 4.2, and 4.3.
4.2	**Action:** Fostering Academic Success **Need:** WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:** Schoolwide	Aligning CTE coursework with academic standards at WCHS supports students by making learning more relevant and engaging, which helps address the school's high chronic absenteeism and low graduation rates. It allows students to acquire essential academic knowledge while pursuing career pathways and certifications, leading to better academic achievement and career readiness. This dual focus encourages students to stay in school and complete their education, providing them with valuable skills for the workforce and opportunities for further education. Overall, this alignment helps improve retention, stability, and graduation outcomes for WCHS students. This is offered school-wide due to the	Metrics for evaluation include 4.1, 4.2, and 4.3.

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
		site's unique size and corresponding demographics.	
4.3	**Action:** Providing Academic Support and Intervention **Need:** WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:** Schoolwide	Ongoing after-school intervention and academic support services at WCHS help address students' individual learning needs. These services assist students in catching up on missed work, provide personalized attention, and increase engagement, which can reduce chronic absenteeism and improve retention. By reinforcing both academic and technical skills, after-school programs enhance students' chances of success in earning certifications and preparing for future career opportunities, ultimately contributing to better graduation outcomes. This is offered school-wide due to the site's unique size and corresponding demographics.	Metrics for evaluation include 4.1, 4.2, and 4.3.
4.4	**Action:** CTE Course Access **Need:** WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:** Schoolwide	Providing access to CTE courses that match student interests at WCHS boosts academic success and engagement by making education more relevant and motivating. These courses help reduce chronic absenteeism by fostering a stronger connection between school and future career goals. CTE programs integrate academic and practical skills, improving overall performance and retention, and provide essential certifications for future employment; which can lead to higher graduation rates, particularly in a school with socio-economic challenges. This is offered school-wide due to the site's unique size and corresponding demographics.	Metrics for evaluation include 4.1, 4.2, and 4.3.
4.5	**Action:** CTE Certifications **Need:**	Providing access to CTE/industry-aligned certifications, such as OSHA Academy, at WCHS improves student engagement and academic outcomes by making education more relevant and career-focused. These certifications help students	Metrics for evaluation include 4.1, 4.2, and 4.3.

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
	WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:** Schoolwide	see a clear connection between their education and future job opportunities, which encourages attendance, boosts retention, and improves academic performance. Additionally, earning certifications enhances students' career readiness, motivating them to stay in school and increasing the likelihood of graduation. This is offered school-wide due to the site's unique size and corresponding demographics.	
4.6	**Action:** Professional Development **Need:** WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:**	Providing professional development for WCHS staff in Project-Based Learning (PBL), CTE/Career Planning, and curriculum alignment positively impacts students by increasing engagement, improving academic achievement, and enhancing career readiness. This training equips teachers with strategies to make learning more relevant and effective, helping reduce absenteeism, improve graduation rates, and better prepare students for future careers, especially in a socio-economically disadvantaged setting. This is offered school-wide due to the site's unique size and corresponding demographics.	Metrics for evaluation include 4.1, 4.2, and 4.3.
4.8	**Action:** Financial Literacy **Need:** WCHS has a 73% non-stability rate with a student population that is 96% socio-economically disadvantaged, experiences 83% chronic absenteeism and 63.6% Four-Year Adjusted Cohort Graduation Rate. **Scope:** Schoolwide	Implementing a formal financial literacy curriculum at WCHS would empower students with essential life skills such as budgeting, saving, and managing debt, helping to break the cycle of poverty. It would increase student engagement by making education more relevant, reduce chronic absenteeism, and prepare students for future financial responsibilities in college or careers. Additionally, financial literacy can contribute to long-term stability, giving students the tools to make informed financial decisions that improve their economic prospects. This is offered school-	Metrics for evaluation include 4.1, 4.2, and 4.3.

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
		wide due to the site's unique size and corresponding demographics.	

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:** 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	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.	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
	program is particularly effective for students who are new to the English language, as it offers interactive lessons that cover listening, speaking, reading, and writing. In addition, tools like Flocabulary use engaging videos and music to teach vocabulary and language concepts, making learning more accessible and enjoyable for EL students. **Scope:** Limited to Unduplicated Student Group(s)	2. Accelerated Language Acquisition: Programs like Rosetta Stone offer interactive and adaptive learning experiences that cater to the individual needs of each student. This personalized approach helps accelerate language acquisition, enabling EL students to achieve proficiency more quickly and integrate better into mainstream classrooms. 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	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
	Disabilities (SWD) at 35.8%, and Socioeconomically Disadvantaged (SED) students at 26.4%—chronic absenteeism is clearly tied to stagnation or declines in academic achievement among these groups. Increasing instructional time is vital to boosting academic growth across the district, while also enhancing unduplicated students' academic preparation and social engagement within the school community. **Scope:** Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - there are no district schools with a student concentration of 55 percent or less	1 - 20 in TK and 1 - 45 in Grades K - 3
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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15223282	4993719	32.803%	0.000%	32.803%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,157,608.52	$470,075.00	$62,000.00	$429,534.80	$8,119,218.32	$5,837,468.32	$2,281,750.00

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
This table was automatically populated from this LCAP.																
1	1.1	Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy.	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$7,600.00	$7,600.00				$7,600.00	
1	1.2	First and Second Year Teachers in CA Induction Program	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$22,014.80	$27,600.00				$49,614.80	$49,614.80	
1	1.3	Coaching for First-Best Instructional Practices and Literacy	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary and Willows Intermediate TK-6		$93,443.52	$0.00	$93,443.52				$93,443.52	100
1	1.4	Fostering of Learning-Focused Grading Policies	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Undupli	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$15,000.00	$15,000.00				$15,000.00	

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
					cated Student Group(s)											
1	1.5	Strengthen the District Formative Assessment Model	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.6	Develop Strategies to Improve Access to Technology and Project Based Learning (PBL)	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.7	Adopted Instructional Materials	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$250,000.00	$250,000.00				$250,000.00	
1	1.8	Safety Committee Team	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$45,000.00			$45,000.00		$45,000.00	
1	1.9	Nutrition	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$150,000.00	$150,000.00				$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Professional Development for Student Information System	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.11	Student Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$153,200.00	$0.00	$61,280.00			$91,920.00	$153,200.00	100
1	1.12	GCOE TREE Services	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$3,600.00	$3,600.00				$3,600.00	
1	1.13	Professional Development	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$75,000.00	$75,000.00				$75,000.00	100
1	1.14	Professional Development	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$10,000.00	$10,000.00				$10,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.15	Student Services for Technical Skill/CTE Development	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate School		$125,000.00	$0.00	$125,000.00				$125,000.00	
1	1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$20,000.00	$20,000.00				$20,000.00	100
1	1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$20,000.00	$20,000.00				$20,000.00	100
1	1.18	Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.20		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
1	1.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.25		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
1	1.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
1	1.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
1	1.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	1.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
1	1.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.1	ELD Students	Students with Disabilities	Yes	LEA-wide	English Learners	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
2	2.2	Strategic Support for At Risk Students - ELA and Math	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$14,200.00	$14,200.00				$14,200.00	
2	2.3	Training for all Test Site Administrators	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$7,500.00	$7,500.00				$7,500.00	
2	2.4	Strategic Support for At-Promise Students - ELA and Math	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.5	Strategic Support for At-Promise Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary		$2,403,445.00	$0.00	$2,403,445.00				$2,403,445.00	
2	2.6	Strategic Support for At-Promise Students - ELA and Math	All Students with Disabilities English Learners	No	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:		$309,397.00	$0.00	$309,397.00				$309,397.00	

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
			Foster Youth Low Income		Limited to Unduplicated Student Group(s)											
2	2.7	Strategic Support for At Risk Students - ELA and Math	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.8	Willows High School Schedule	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows High School 9-12		$0.00	$0.00	$0.00				$0.00	
2	2.9	Strategic Support for At Risk Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$20,000.00	$20,000.00				$20,000.00	100
2	2.10	Strategic Support for At Risk Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate 5-8		$0.00	$15,000.00	$15,000.00				$15,000.00	100
2	2.11	Strategic Support for At Risk Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:		$95,000.00	$0.00	$95,000.00				$95,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Unduplicated Student Group(s)											
2	2.12	Strategic Support for At Risk Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$35,000.00	$35,000.00				$35,000.00	100
2	2.13	Strategic Support for At Risk Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows High School 9 - 12		$15,000.00	$0.00	$15,000.00				$15,000.00	100
2	2.14	ELD Students	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$10,500.00	$10,500.00				$10,500.00	100
2	2.15	ELD Students	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$100,000.00	$0.00	$100,000.00				$100,000.00	100
2	2.16	Foster/Homeless Youth Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$20,000.00	$20,000.00				$20,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.17	Implement College and Career Readiness Curriculum	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary and Willows Intermediate K-8		$0.00	$15,000.00	$15,000.00				$15,000.00	100
2	2.18	Implement College and Career Readiness Curriculum	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$20,000.00	$10,000.00	$30,000.00				$30,000.00	
2	2.19	Continued Strengthening of College and Career Readiness Curriculum	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.20	Student Support Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$250,000.00	$0.00	$250,000.00				$250,000.00	100
2	2.21	CTE Pathways	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate and Willows High School		$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
					s)			7 - 12								
2	2.22	Opportunity Program	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary and Willows IntermediateMurdock Elementary and Willows Intermediate		$372,053.00	$10,000.00	$382,053.00				$382,053.00	100
2	2.23	Support for After-School Program	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary and Willows Intermediate		$140,000.00	$50,000.00	$155,000.00	$35,000.00			$190,000.00	100
2	2.24	Support for After-School Program	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary and Willows Intermediate		$0.00	$75,000.00		$75,000.00			$75,000.00	100
2	2.25	Support of Technology Access	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$435,000.00	$435,000.00				$435,000.00	100
2	2.26	Strategic Support for At-Promise Students - ELA and Math	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Undupli	English Learners Foster Youth Low Income	All Schools Specific Schools:		$204,750.00	$0.00	$204,750.00				$204,750.00	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
					cated Student Group(s)											
2	2.27	Strategic Support for At Promise Students - ELA and Math	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate		$67,700.00	$0.00	$67,700.00				$67,700.00	
2	2.28	Strategic Support for At Promise Students - ELA and Math	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.29	Strategic Support for Improved Student Literacy	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$85,000.00	$85,000.00				$85,000.00	
2	2.30	ELD Students	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$20,000.00	$20,000.00				$20,000.00	100
2	2.31	ELD Students	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$25,000.00	$25,000.00				$25,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	2.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.42		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
2	2.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.47		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
2	2.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
2	2.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.1	Personalized Graduation Plans for Grades 7-12	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$5,000.00	$2,000.00		$3,000.00		$5,000.00	
3	3.2	Pathways to Viable Careers	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:		$50,000.00	$0.00		$50,000.00			$50,000.00	

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
					Unduplicated Student Group(s)											
3	3.3	Community Outreach	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$134,295.00	$0.00	$100,720.00	$33,575.00			$134,295.00	100
3	3.4	Community Outreach	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.5	Community Outreach	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$45,000.00	$45,000.00				$45,000.00	
3	3.6	Environmental Camp	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate School 5th		$0.00	$13,000.00	$13,000.00				$13,000.00	100
3	3.7	River Jim	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate 6th		$0.00	$5,000.00	$5,000.00				$5,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
3	3.8	Improving Student Attendance	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.9	Social and Emotional Learning	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$35,000.00	$35,000.00				$35,000.00	100
3	3.10	Student Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$475,000.00	$0.00	$190,000.00			$285,000.00	$475,000.00	75
3	3.11	Health Aide Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$275,000.00	$0.00	$275,000.00				$275,000.00	100
3	3.12	Outdoor Education, Science, Nutrition	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary Murdock Elementary		$0.00	$1,000.00	$1,000.00				$1,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.13	Student Support Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary		$32,000.00	$0.00	$15,000.00		$17,000.00		$32,000.00	100
3	3.14	Student Support Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Community High School		$32,000.00	$0.00	$32,000.00				$32,000.00	100
3	3.15	Student Support Services	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$36,250.00	$10,750.00	$47,000.00				$47,000.00	100
3	3.16	Student Support Services and Enrichment	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary TK - 4		$135,420.00	$0.00	$135,420.00				$135,420.00	100
3	3.17	Student Support Services and Enrichment	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$200,000.00	$200,000.00				$200,000.00	75

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	3.18	Student Support Services and Community Outreach	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$81,500.00	$0.00		$81,500.00			$81,500.00	100
3	3.19	Student Support Services and Community Outreach	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$145,000.00	$0.00		$145,000.00			$145,000.00	100
3	3.20	Community Outreach	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$25,000.00	$25,000.00				$25,000.00	100
3	3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$25,000.00	$25,000.00				$25,000.00	100
3	3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$10,000.00	$10,000.00				$10,000.00	100
3	3.23	Improving Student Attendance	Students with Disabilities	Yes	LEA-wide	English Learners	All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
3	3.24	Student Support Services-Additional Supervision	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Intermediate 5-8		$45,000.00	$0.00	$45,000.00				$45,000.00	100
3	3.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.28		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
3	3.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
3	3.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
3	3.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
3	3.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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	3.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
3	3.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.1	Building Student Engagement	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$2,000.00		$2,000.00			$2,000.00	100
4	4.2	Fostering Academic Success	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$0.00	$0.00				$0.00	
4	4.3	Providing Academic Support and Intervention	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$15,000.00	$15,000.00				$15,000.00	100
4	4.4	CTE Course Access	Students with Disabilities	Yes	LEA-wide	English Learners	All Schools		$25,000.00	$12,000.00		$37,000.00			$37,000.00	100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Willows Community High School									
4	4.5	CTE Certifications	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.6	Professional Development	Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$1,000.00		$1,000.00			$1,000.00	
4	4.7	Student Engagement	All Students with Disabilities English Learners Foster Youth Low Income	No	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Willows Community High School		$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.8	Financial Literacy	Students with Disabilities English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.9		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
4	4.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
4	4.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.16		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
4	4.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.21		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
4	4.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.35		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
4	4.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.40		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
4	4.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
4	4.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.47		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
4	4.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
5	5.1		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.2		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.3		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.4		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.5		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
5	5.6		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.7		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.8		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.9		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.10		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
5	5.11		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.12		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.13		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.14		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.15		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.16		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools:									
5	5.17		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.18		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.19		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.20		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.21		Students with Disabilities English Learners Foster Youth		LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
			Low Income		Limited to Unduplicated Student Group(s)											
5	5.22		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.23		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.24		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.25		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.26		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					Unduplicated Student Group(s)											
5	5.27		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.28		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.29		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.30		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.31		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
5	5.32		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.33		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.34		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.35		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.36		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
					s)											
5	5.37		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.38		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.39		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.40		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.41		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

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
5	5.42		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.43		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.44		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.45		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.46		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.47		Students with Disabilities		LEA-wide	English Learners	All Schools									

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
			English Learners Foster Youth Low Income		School wide Limited to Undupli cated Student Group(s)	Foster Youth Low Income	Specific Schools:									
5	5.48		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.49		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									
5	5.50		Students with Disabilities English Learners Foster Youth Low Income		LEA-wide School wide Limited to Undupli cated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools:									

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15223282	4993719	32.803%	0.000%	32.803%	$5,699,611.52	4550.000%	4,587.440 %	**Total:**	$5,699,611.52
								LEA-wide Total:	$2,596,303.00
								Limited Total:	$40,000.00
								Schoolwide Total:	$3,063,308.52

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Coaching for First-Best Instructional Practices and Literacy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate TK-6	$93,443.52	100
1	1.11	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,280.00	100
1	1.13	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	100
1	1.14	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	100
1	1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction (	Yes	LEA-wide		All Schools	$20,000.00	100

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,000.00	100
2	2.1	ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	100
2	2.5	Strategic Support for At-Promise Students - ELA and Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	$2,403,445.00	
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	100
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	$15,000.00	100
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income		$95,000.00	100
2	2.12	Strategic Support for At Risk Students - ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	100
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	$15,000.00	100
2	2.14	ELD Students	Yes	LEA-wide	English Learners	All Schools	$10,500.00	100
2	2.15	ELD Students	Yes	LEA-wide	English Learners	All Schools	$100,000.00	100
2	2.16	Foster/Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools	$20,000.00	100
2	2.17	Implement College and Career Readiness Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary and Willows Intermediate	$15,000.00	100

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						K-8		
2	2.20	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	100
2	2.22	Opportunity Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate	$382,053.00	100
2	2.23	Support for After-School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate	$155,000.00	100
2	2.24	Support for After-School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate		100
2	2.25	Support of Technology Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$435,000.00	100
2	2.26	Strategic Support for At-Promise Students - ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,750.00	100
2	2.30	ELD Students	Yes	LEA-wide	English Learners	All Schools	$20,000.00	100
2	2.31	ELD Students	Yes	LEA-wide	English Learners	All Schools	$25,000.00	100
3	3.3	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,720.00	100
3	3.6	Environmental Camp	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate School 5th	$13,000.00	100

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	River Jim	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate 6th	$5,000.00	100
3	3.9	Social and Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	100
3	3.10	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	75
3	3.11	Health Aide Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$275,000.00	100
3	3.12	Outdoor Education, Science, Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	$1,000.00	100
3	3.13	Student Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	$15,000.00	100
3	3.14	Student Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Community High School	$32,000.00	100
3	3.15	Student Support Services	Yes	LEA-wide	Low Income	All Schools	$47,000.00	100
3	3.16	Student Support Services and Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary TK - 4	$135,420.00	100
3	3.17	Student Support Services and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	75
3	3.18	Student Support Services and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		100
3	3.19	Student Support Services and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		100

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.20	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	100
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	$25,000.00	100
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	100
3	3.23	Improving Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	100
3	3.24	Student Support Services-Additional Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate 5-8	$45,000.00	100
4	4.1	Building Student Engagement	Yes	Schoolwide	Low Income			100
4	4.2	Fostering Academic Success	Yes	Schoolwide	Low Income		$0.00	
4	4.3	Providing Academic Support and Intervention	Yes	Schoolwide	Low Income		$15,000.00	100
4	4.4	CTE Course Access	Yes	Schoolwide	Low Income	Specific Schools: Willows Community High School		100
4	4.5	CTE Certifications	Yes	Schoolwide	Low Income			
4	4.6	Professional Development			Low Income			
4	4.8	Financial Literacy	Yes	Schoolwide	Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,986,161.00	$9,932,889.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Vertically Aligned and Articulated Curriculum	No	$7,600.00	$7,600
1	1.2	First and Second Year Teachers in CA Induction Program	No	$30,346.00	$50,000
1	1.3	Staffing for Data Driven Instructional Cycle	Yes	$160,000.00	$160,000
1	1.4	Implement Grading Practices Focused on Learning	Yes	$15,000.00	$10,000
1	1.5	Implement District Formative Assessment Model	Yes	$15,000.00	$10,000
1	1.6	Access to Technology and Project Based Learning	Yes	$185,000.00	$235,000
1	1.7	Adopted Instructional Materials	No	$255,000.00	$57,565
1	1.8	Safety Committee Team	No	$25,000.00	$49,500
1	1.9	Nutrition	No	$150,000.00	$150,000
1	1.10	Professional Development for Student Information System	No	$15,000.00	$15,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Student Services	Yes	$153,200.00	$150,000
1	1.12	Sound Instructional Practices-Coaches	Yes	$40,400.00	$45,000
1	1.13	GCOE TREE Services	Yes	$3,100.00	$3,650
1	1.14	Professional Development	Yes	$75,000.00	$35,000
1	1.15	Professional Development	Yes	$10,000.00	$8,000
1	1.16	Student Services for Technical Skill/CTE Development	Yes	$125,000.00	$45,000
2	2.1	ELD Students	Yes	$15,000.00	$4,500
2	2.2	Strategic Support for At Risk Students - ELA and Math	Yes	$14,200.00	$30,000
2	2.3	Training for all Test Site Administrators	Yes	$7,500.00	$5,000
2	2.4	Strategic Support for At Risk Students - ELA and Math	Yes	$50,000.00	$42,000
2	2.5	Strategic Support for At Risk Students - ELA and Math	Yes	$2,403,445.00	$3,745,775
2	2.6	Strategic Support for At Risk Students - ELA and Math	Yes	$150,000.00	357,057
2	2.7	Strategic Support for At Risk Students - ELA and Math	No		0
2	2.8	Strategic Support for At Risk Students - ELA and Math	Yes	$150,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	$75,000.00	$10,000
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	$20,000.00	0
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes	$15,000.00	0
2	2.12	Strategic Support for At Risk Students - ELA and Math	No	$95,000.00	82,193
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	$35,000.00	$35,000
2	2.14	Strategic Support for At Risk Students - ELA and Math	Yes	$100,000.00	$75,000
2	2.15	Strategic Support for At Risk Students - ELA and Math	Yes	$15,000.00	$0
2	2.16	Strategic Support for At Risk Students - ELA and Math	Yes	$285,000.00	$125.000
2	2.17	Strategic Support for At Risk Students - ELA and Math	Yes	$380,000.00	$25.000
2	2.18	ELD Students	Yes	$10,500.00	$15,000
2	2.19	ELD Students	Yes	$100,000.00	$228,659
2	2.20	Foster/Homeless Youth Services	Yes	$20,000.00	$5,000
2	2.21	Implement College and Career Readiness Curriculum	Yes	$15,000.00	$4,800

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	2.22	Implement College and Career Readiness Curriculum	Yes	$30,000.00	$5,000
2	2.23	Implement College and Career Readiness Curriculum	Yes	$10,000.00	$5,000
2	2.24	Student Support Services	Yes	$250,000.00	$605,607
2	2.25	Testing Materials and Supplies	No	$10,000.00	$5,082
2	2.26	CTE Pathways	No		0
2	2.27	Opportunity Program	No	$240,000.00	$243,000
2	2.28	Support for After-School Program	No	$190,000.00	$500,000
2	2.29	Student Support Services	Yes	$178,000.00	$175,000
2	2.30	Support for After-School Program	Yes	$75,000.00	$75,000
2	2.31	Support of Technology Access	Yes	$435,000.00	$872,150
2	2.32	Strategic Support for At Risk Students - ELA and Math	Yes	$204,750.00	$170,109
2	2.33	Strategic Support for At Risk Students - ELA and Math	Yes	$67,700.00	$65,000
2	2.34	Strategic Support for At Risk Students - ELA and Math	Yes	$15,000.00	$5,000
2	2.35	Strategic Support for Improved Student Literacy	Yes	$85,000.00	$92,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.36	ELD Students	Yes	$25,000.00	0
3	3.1	Personalized Graduation Plans for Grades 7-12	Yes	$5,000.00	$5,000
3	3.2	Pathways to Viable Careers	No	$75,000.00	$36,935
3	3.3	Personalized Graduation Plans for Grades 7-12	No	$10,000.00	$4,800
3	3.4	Community Outreach	Yes	$190,000.00	0
3	3.5	Community Outreach	Yes	$170,000.00	$167,392
3	3.6	Community Outreach	No	$15,000.00	$15,000
3	3.7	Community Outreach	Yes	$45,000.00	$5,000
3	3.8	Environmental Camp	Yes	$13,000.00	$13,000
3	3.9	River Jim	Yes	$5,000.00	$5,000
3	3.10	Attendance	Yes	$5,000.00	$3,000
3	3.11	Social and Emotional Learning	Yes	$35,000.00	0
3	3.12	Student Services	No	$475,000.00	$430,456

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	3.13	Health Aide Services	No	$275,000.00	$280,766
3	3.14	Student Support Services	Yes	$5,000.00	0
3	3.15	Outdoor Education, Science, Nutrition	Yes	$1,000.00	$1,000
3	3.16	Student Support Services	Yes	$32,000.00	$32,627
3	3.17	Student Support Services	Yes	$32,000.00	$29,687
3	3.18	Student Support Services	Yes	$37,000.00	$40,000
3	3.19	Student Support Services and Enrichment	Yes	$135,420.00	$137,391
3	3.20	Student Support Services and Enrichment	Yes	$200,000.00	0
3	3.21	Student Support Services and Community Outreach	Yes	$20,000.00	$51,830
3	3.22	Student Support Services and Community Outreach	Yes	$145,000.00	$174,608
3	3.23	Community Outreach	Yes	$25,000.00	$10,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5028624	$5,059,193.00	$8,099,897.00	($3,040,704.00)	5750.000%	4900.000%	-850.000%

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)
<td colspan="8">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.</td>
1	1.3	Staffing for Data Driven Instructional Cycle	Yes	$160,000.00	160,000	100	100
1	1.4	Implement Grading Practices Focused on Learning	Yes	$15,000.00	10,000	100	100
1	1.5	Implement District Formative Assessment Model	Yes	$15,000.00	10.000	100	100
1	1.6	Access to Technology and Project Based Learning	Yes	$135,000.00	235,000	100	100
1	1.11	Student Services	Yes	$121,200.00	150,000	100	100
1	1.12	Sound Instructional Practices-Coaches	Yes	$40,400.00	45,000	100	100
1	1.13	GCOE TREE Services	Yes	$3,100.00	3,650	100	100
1	1.14	Professional Development	Yes	$50,000.00	35,000	100	100
1	1.15	Professional Development	Yes	$10,000.00	8,000	100	100
1	1.16	Student Services for Technical Skill/CTE Development	Yes	$100,000.00	45.000	100	100
2	2.1	ELD Students	Yes	$10,000.00	4,500	100	100
2	2.2	Strategic Support for At Risk Students - ELA and Math	Yes		30,000	100	100

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Training for all Test Site Administrators	Yes	$7,500.00	5,000	100	100
2	2.4	Strategic Support for At Risk Students - ELA and Math	Yes	$50,000.00	42,000	100	100
2	2.5	Strategic Support for At Risk Students - ELA and Math	Yes	$2,403,445.00	3,745,775	100	100
2	2.6	Strategic Support for At Risk Students - ELA and Math	Yes		357,057	100	100
2	2.8	Strategic Support for At Risk Students - ELA and Math	Yes	$50,000.00	0	100	0
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	$75,000.00	10,000	100	100
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	$20,000.00	0	100	0
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes		0	100	0
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	$10,000.00	35,000	100	100
2	2.14	Strategic Support for At Risk Students - ELA and Math	Yes		75,000	100	100
2	2.15	Strategic Support for At Risk Students - ELA and Math	Yes		0	100	0
2	2.16	Strategic Support for At Risk Students - ELA and Math	Yes		125,000	100	100
2	2.17	Strategic Support for At Risk Students - ELA and Math	Yes		25,000	100	100
2	2.18	ELD Students	Yes	$7,500.00	15,000	100	100
2	2.19	ELD Students	Yes	$10,000.00	228,659	100	100
2	2.20	Foster/Homeless Youth Services	Yes	$15,000.00	5,000	100	100
2	2.21	Implement College and Career Readiness Curriculum	Yes	$10,000.00	4,800	100	100
2	2.22	Implement College and Career Readiness Curriculum	Yes		5,000	100	100
2	2.23	Implement College and Career Readiness Curriculum	Yes	$5,000.00	5,000	100	100

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.24	Student Support Services	Yes	$150,000.00	605,607	100	100
2	2.29	Student Support Services	Yes	$178.00	175,000	100	100
2	2.30	Support for After-School Program	Yes	$75,000.00	75,000	100	100
2	2.31	Support of Technology Access	Yes	$435,000.00	872,150	100	100
2	2.32	Strategic Support for At Risk Students - ELA and Math	Yes	$204,750.00	170,109	100	100
2	2.33	Strategic Support for At Risk Students - ELA and Math	Yes	$67,700.00	65,000	100	100
2	2.34	Strategic Support for At Risk Students - ELA and Math	Yes	$15,000.00	5,000	100	100
2	2.35	Strategic Support for Improved Student Literacy	Yes	$85,000.00	92,000	100	100
2	2.36	ELD Students	Yes	$25,000.00	0	100	0
3	3.1	Personalized Graduation Plans for Grades 7-12	Yes	$5,000.00	5,000	100	100
3	3.4	Community Outreach	Yes	$75,000.00	0	100	0
3	3.5	Community Outreach	Yes		167,392	100	100
3	3.7	Community Outreach	Yes	$20,000.00	5,000	100	100
3	3.8	Environmental Camp	Yes	$13,000.00	13,000	100	100
3	3.9	River Jim	Yes	$5,000.00	5,000	100	100
3	3.10	Attendance	Yes	$5,000.00	3,000	100	100
3	3.11	Social and Emotional Learning	Yes	$20,000.00	0	100	0
3	3.14	Student Support Services	Yes	$5,000.00	0	75	0
3	3.15	Outdoor Education, Science, Nutrition	Yes	$1,000.00	1,000	100	100

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.16	Student Support Services	Yes	$32,000.00	32,627	100	100
3	3.17	Student Support Services	Yes	$32,000.00	29,687	100	100
3	3.18	Student Support Services	Yes	$37,000.00	40,000	100	100
3	3.19	Student Support Services and Enrichment	Yes	$135,420.00	137,391	100	100
3	3.20	Student Support Services and Enrichment	Yes	$200,000.00	0	75	0
3	3.21	Student Support Services and Community Outreach	Yes	$20,000.00	51,830	100	100
3	3.22	Student Support Services and Community Outreach	Yes	$58,000.00	174,608	100	100
3	3.23	Community Outreach	Yes	$15,000.00	10,000	100	100

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
14573780	5028624	0	34.505%	$8,099,897.00	4900.000%	4955.579%	$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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  o 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.

    o 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,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

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

Maintenance of Progress Goal

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.

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

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

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.

    o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o   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.

  - o   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.

  - o   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.

  - o   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.

  - o   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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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