

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Willows Unified School District
CDS Code:	11-62661-0000000
LEA Contact Information:	Name: Emmett Koerperich Position: Superintendent Email: ekoerperich@willowsunified.org Phone: 530-934-6600
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$16,275,773
LCFF Supplemental & Concentration Grants	\$3,434,612
All Other State Funds	\$1,829,911
All Local Funds	\$520,419
All federal funds	\$1,659,944
Total Projected Revenue	\$20,286,047

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$19,714,770
Total Budgeted Expenditures in the LCAP	\$6,904,291
Total Budgeted Expenditures for High Needs Students in the LCAP	\$5,111,345
Expenditures not in the LCAP	\$12,810,479

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,249,500
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$2,273,000.75

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,676,733
2020-21 Difference in Budgeted and Actual Expenditures	\$1,023,500.75

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Administrative and operational costs not directly affecting student outcomes or services are not reflected in the Local Control and Accountability Plan.

LCFF Budget Overview for Parents

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

CDS Code: 11-62661-0000000

School Year: 2021-22

LEA contact information:

Emmett Koerperich

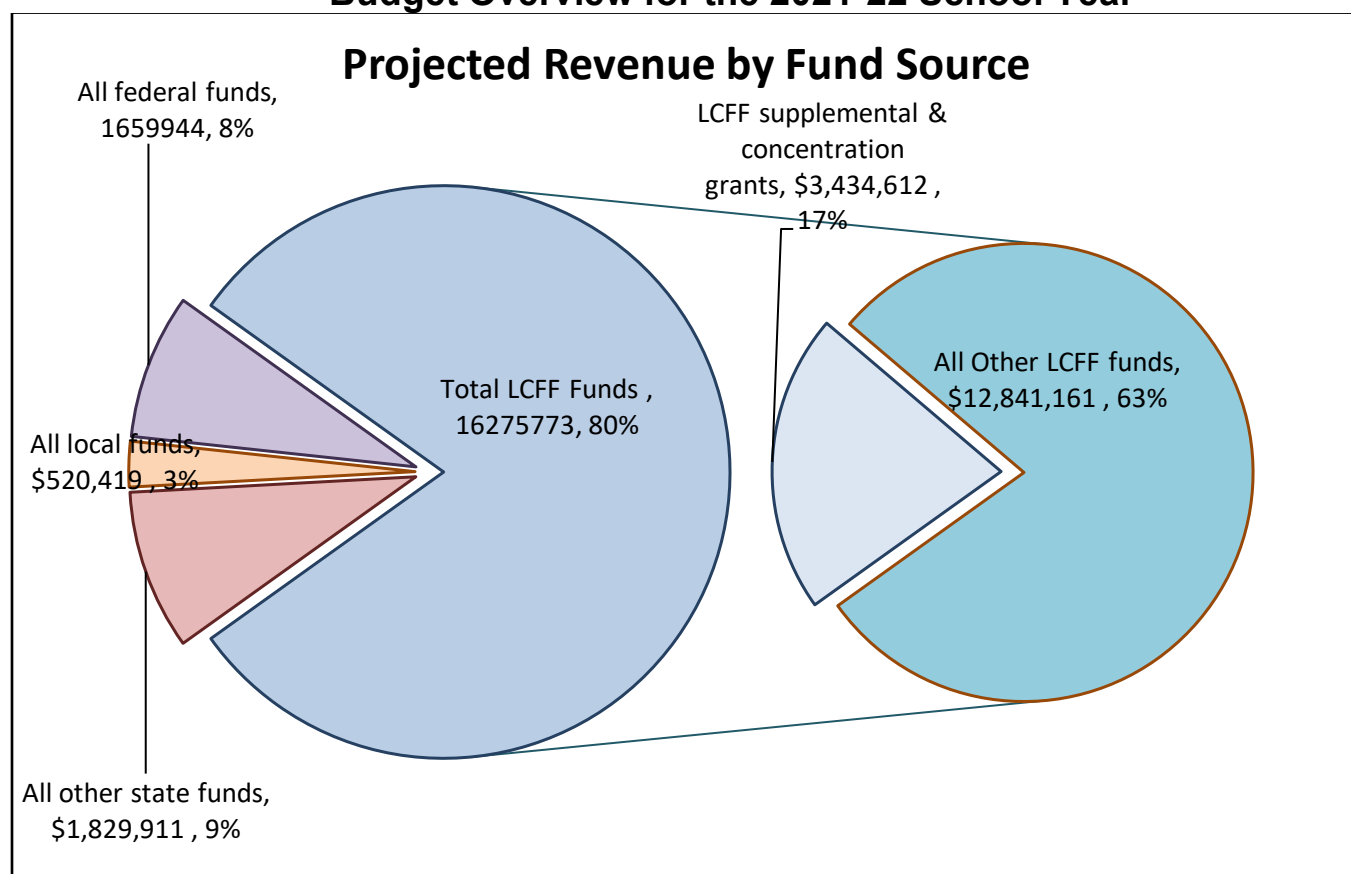
Superintendent

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 2021-22 School Year

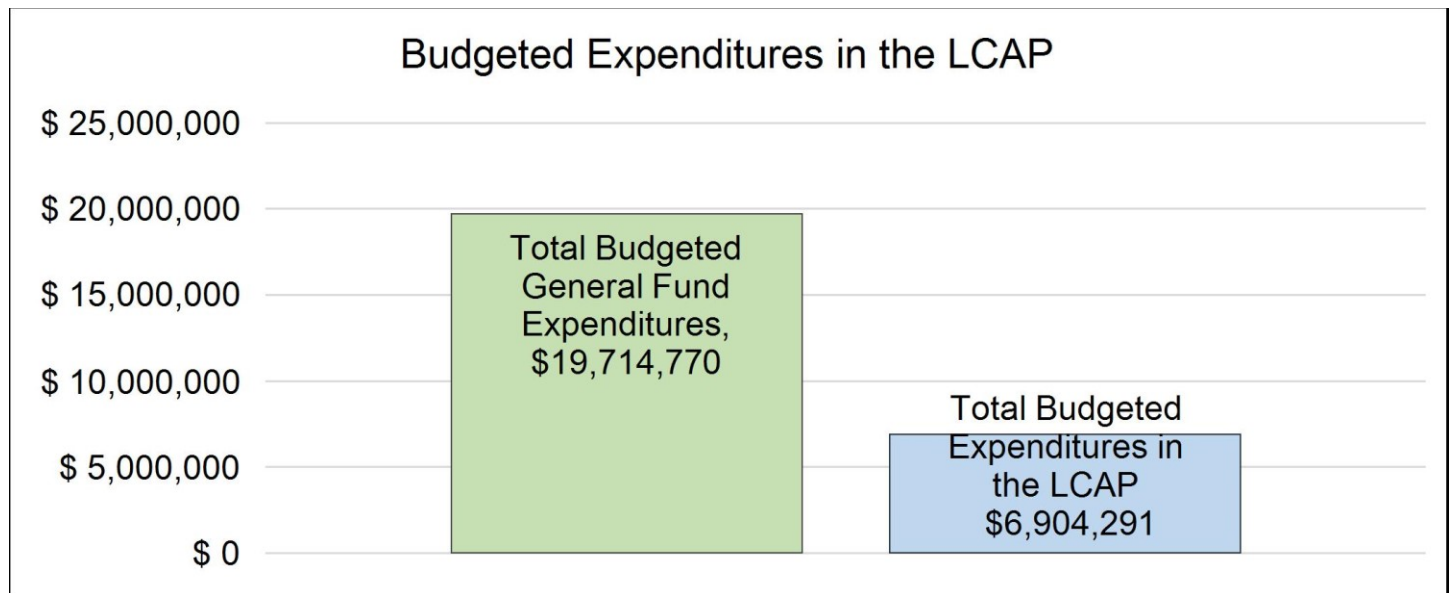


This chart shows the total general purpose revenue Willows Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Willows Unified School District is \$20,286,047, of which \$16,275,773 is Local Control Funding Formula (LCFF), \$1,829,911 is other state funds, \$520,419 is local funds, and \$1,659,944 is federal funds. Of the \$16,275,773 in LCFF Funds, \$3,434,612 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Willows Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Willows Unified School District plans to spend \$19,714,770 for the 2021-22 school year. Of that amount, \$6,904,291 is tied to actions/services in the LCAP and \$12,810,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

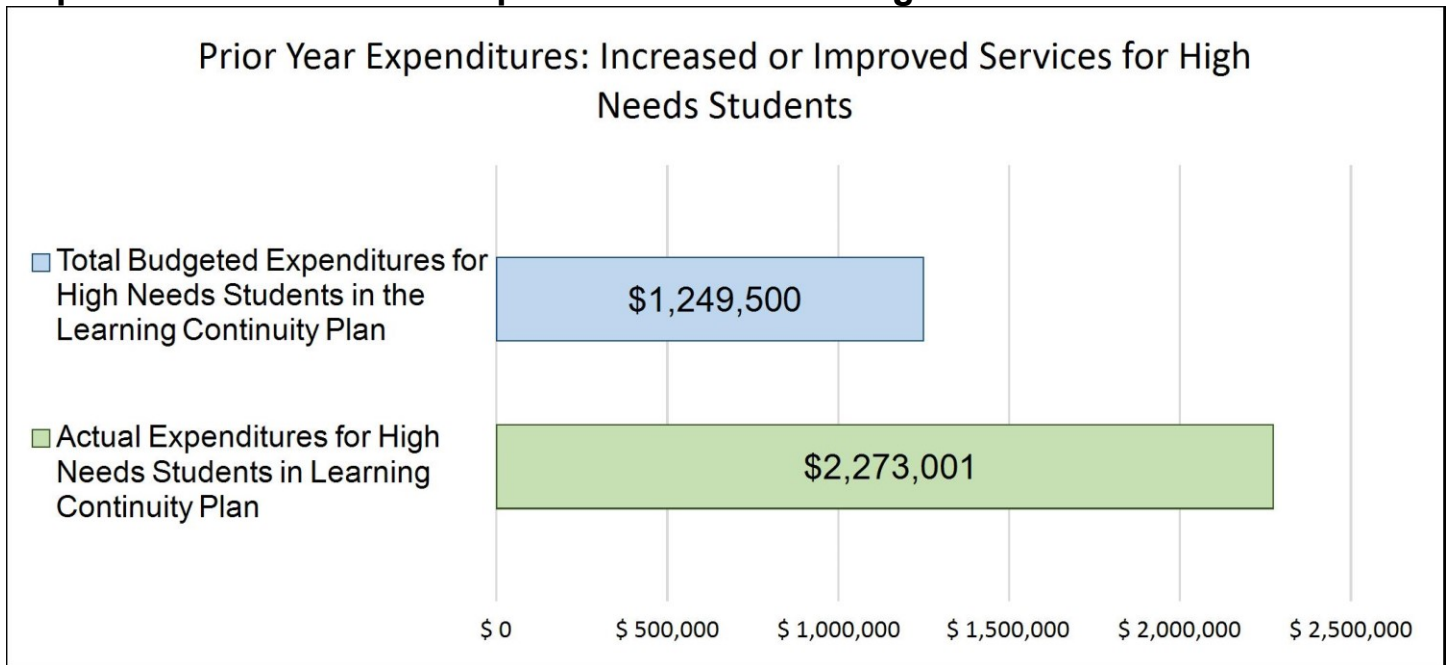
Administrative and operational costs not directly affecting student outcomes or services are not reflected in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Willows Unified School District is projecting it will receive \$3,434,612 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 \$5,111,345 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 2020-21



This chart compares what Willows Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Willows Unified School District's Learning Continuity Plan budgeted \$1,249,500 for planned actions to increase or improve services for high needs students. Willows Unified School District actually spent \$2,273,000.75 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Conditions of Learning:

Willows Unified School District will optimize the conditions of student learning by providing broad courses of study taught by highly competent, effective teachers who will maintain instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners while using appropriate instructional materials in well-maintained school facilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential 19-20 1.0 100% 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. Baseline 1.0 100% 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.	According to the 20-21 SARCs and Williams Report, all of Willows Unified School's teachers and staff were appropriately assigned and credentialed to teach in their subject areas.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials 19-20 2.0 The District will ensure that all teachers implement classroom instruction aligned to the adopted State Standards and ensure that all students will utilize state adopted core curriculum and have access to State Standards-aligned materials.	Using the SARCs, Williams Report, and teacher observations, all teachers implemented classroom instruction aligned to the adopted State Standards and ensured that all students utilized state adopted core curriculum and had access to State Standards-aligned materials.

Expected	Actual
<p>Baseline 2.0 The District ensured that all teachers implemented classroom instruction aligned to the adopted State Standards and ensured that all students utilized state adopted core curriculum and had access to State Standards-aligned materials.</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20 3.0 The District will ensure that all facilities are safe and clean and equipment are maintained and in good repair when utilized by students and staff members.</p> <p>Baseline 3.0. The District ensured that all facilities and equipment are maintained and in good repair when utilized by students and staff members.</p>	<p>The district was able to have our maintenance lead person conduct a Facility Inspection Tool for every site. All four schools overall ratings in the FIT was "good."</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 4.0 All teachers in WUSD will use strategies and resources, including technology, to improve student learning and achievement as measured by admin observation and follow-up/feedback documentation.</p> <p>Baseline 4.0 100% of the teachers in WUSD used materials and technology resources related to the State Standards in lesson planning and delivery as measured by admin observation and follow-up/feedback documentation.</p>	<p>According to admin. observations and follow-up/feedback documentations, all teachers in WUSD used strategies and resources, including technology, to improve student learning and achievement.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD</p>	<p>The District ensured that all English Learners had access to State and ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency through ELD Surveys. All teachers implemented classroom instruction aligned</p>

Expected	Actual
<p>19-20 5.0 The District will ensure that all English Learners have access to State and ELD standards for the purposes of gaining academic content knowledge and English Language Proficiency.</p> <p>Baseline 5.0 The District ensured that all teachers implemented classroom instruction aligned to the adopted State Standards, and ensured that English Learners utilized state adopted core curriculum and had access to State Standards-aligned materials.</p>	<p>to the adopted State Standards, and ensured that English Learners utilized state adopted core curriculum and had access to State Standards-aligned materials as measured by LCAP student surveys and ELD Surveys.</p>
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 6.0 Students will enroll in a broad course of study, dependent upon the grade level, as defined in the Education Code 51220.</p> <p>Baseline 6.0 Students enrolled in a broad course of study, dependent on the grade level, as defined in the Education Code 51220.</p>	<p>Counselors ensured that students met A-G requirements by enrolling students in broad courses of study, dependent on the grade level.</p>
<p>Metric/Indicator Priority 7: State Indicator/College/ Career Indicator (HS only)</p> <p>19-20 7.0 WUSD will increase total CTE participants by 1% from previous year as indicated on 2018-19 CALPADS reports.</p> <p>Baseline 7.0 WUSD total CTE participants is 287 students as indicated on 2016-2017 CALPADS reports.</p>	<p>Based on the 2019-2020 CALPADS report, we had 256 students enrolled in a CTE course at the high school. We had 66 completers in 19-20 as compared to the 40 completers in 2018-2019.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20</p>	<p>Through CEP, all students had access to free breakfast and lunch.</p>

Expected	Actual
<p>8.0 WUSD will ensure access to nutrition and food services for all students meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.</p> <p>Baseline 8.0 WUSD ensured access to nutrition and food services for all students meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010.</p>	
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p> <p>19-20 9.0 WUSD worked with Glenn County Office of Education to ensure that all students with disabilities are provided access to the general education curriculum and extra -curricular activities in the regular education setting, as appropriate, and are in compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates.</p> <p>Baseline 9.0 WUSD worked with Glenn County Office of Education to ensure that all students with disabilities are provided access to the general education curriculum and extra -curricular activities in the regular education setting, as appropriate, and are in compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates.</p>	<p>WUSD worked with Glenn County Office of Education to ensure that all students with disabilities were provided access to the general education curriculum and extra -curricular activities in the regular education setting, as appropriate, and were in compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 The District will ensure that all teachers are credentialed and/or authorized to teach in their subject areas as indicated by the School</p>	<p>A portion of staff time to process documents with the assistance of GCOE 1000-1999: Certificated</p>	<p>A portion of staff time spent on processing documents with the assistance of GCOE 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Accountability Report Card (SARC) and/or Williams Report with direct support from the Glenn County Office of Education.</p> <p>1.2 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.</p> <p>1.3 WUSD will investigate the possibility of reducing class sizes.</p>	<p>Personnel Salaries Federal Funds 2500</p> <p>Embedded duties of the Business department Personnel 2000-2999: Classified Personnel Salaries Base 2500</p> <p>Benefits 3000-3999: Employee Benefits Base 1500</p>	<p>Certificated Personnel Salaries Federal Funds 2500</p> <p>Embedded duties of the Business Department personnel 2000-2999: Classified Personnel Salaries LCFF Base 2500</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 1500</p>
<p>2.1 WUSD will provide CPM Professional Development and support for math teachers in grades K-12.</p> <p>2.2 WUSD will continue to provide professional development for ELA/ELD.</p> <p>2.3 WUSD will explore the possibility of piloting science materials related to NGSS for grades K-12 and pilot innovative STEM opportunities into the classroom.</p> <p>2.4 Elective courses will embed other core content areas into the curriculum.</p> <p>2.5 WUSD will work with GCOE to investigate links to support Early Childhood Education.</p>	<p>Estimated balance in committed curriculum funds. 5000-5999: Services And Other Operating Expenditures California Career Pathways Trust 246,547</p> <p>4000-4999: Books And Supplies Lottery 60,000</p> <p>CTI Tuition paid on behalf of new teachers. 5000-5999: Services And Other Operating Expenditures Title II 16,800</p> <p>Mentor Teacher Stipends 1000-1999: Certificated Personnel Salaries Title II 11,200</p> <p>Benefits 3000-3999: Employee Benefits Title II 3,150</p>	<p>Committed curriculum funds utilized 5000-5999: Services And Other Operating Expenditures 0</p> <p>4000-4999: Books And Supplies Lottery 31,688</p> <p>CTI paid on behalf of new teachers 5000-5999: Services And Other Operating Expenditures Title II 29,222</p> <p>Mentor Teacher Stipends 1000-1999: Certificated Personnel Salaries Title II 8,803</p> <p>Benefits 3000-3999: Employee Benefits Title II 1,573</p>
<p>3.1 WUSD maintenance will regularly inspect and maintain facilities (e.g. safety walks).</p> <p>3.2 WUSD will support school safety through the continued implementation of safe routes to schools.</p> <p>3.3 WUSD will investigate the possibility of fencing at each school site depending upon funding.</p>	<p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded by contributions from Base grant. 2000-2999: Classified Personnel Salaries Base 325,000</p> <p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded</p>	<p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded by contributions from Base grant. 2000-2999: Classified Personnel Salaries LCFF Base 325,000</p> <p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.4 WUSD will increase access to technology and project-based learning (e.g. maker space, 3-D printers, science kits, etc.,) and implement the WUSD Technology Scope and Sequence for K-12 (e.g. Common Sense).</p>	<p>by contributions from Base grant. 3000-3999: Employee Benefits Base 125,125</p> <p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded by contributions from Base grant. 4000-4999: Books And Supplies Base 135,000</p> <p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded by contributions from Base grant. 5000-5999: Services And Other Operating Expenditures Base 125,000</p> <p>Resource 9153 set up at 1st Interim 4000-4999: Books And Supplies Locally Defined 102,196</p> <p>IT Support, Email, Web Page, QCC 5800: Professional/Consulting Services And Operating Expenditures Base 82,500</p>	<p>by contributions from Base grant. 3000-3999: Employee Benefits LCFF Base 124,989</p> <p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded by contributions from Base grant. 4000-4999: Books And Supplies 42,405</p> <p>Activities are carried out in resources 0000, 8150 and 9205. All of these programs are funded by contributions from Base grant. 5000-5999: Services And Other Operating Expenditures LCFF Base 341,535</p> <p>Site Technology Allocations 4000-4999: Books And Supplies LCFF Supplemental and Concentration 58,223</p> <p>IT Support, Email, Web Page, QCC 5000-5999: Services And Other Operating Expenditures LCFF Base 70,000</p>
<p>4.1 WUSD will provide teacher driven collaboration and Professional Development to vertically align curriculum and coach and support teacher/practitioner growth to increase student learning and technology use in the classroom.</p> <p>4.2/5.1 WUSD will continue to provide PD and look for supplemental materials for ELD.</p> <p>4.3/5.2 WUSD teachers will visit schools using the same ELA/ELD curriculum program and incorporate new strategy models.</p>	<p>Professional Dev 1000-1999: Certificated Personnel Salaries Title II 11,200</p> <p>Benefits 3000-3999: Employee Benefits Title II 3,150</p> <p>CTI Tuition paid on behalf of new teachers 5000-5999: Services And Other Operating Expenditures Title II 16,800</p>	<p>Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base 12,401</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 3,002</p> <p>See Action #2</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.4 WUSD will provide Professional Development for secretaries to expand their knowledge and skills in Aeries.	Res 9516 at 1st Interim. 5000-5999: Services And Other Operating Expenditures Locally Defined 50,000	Professional Development travel & registration 5000-5999: Services And Other Operating Expenditures Locally Defined 13,576
6.1 WUSD will add additional pathway courses, as well as make appropriate modifications to existing CTE classes.	Step and Column projected on 2.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,740	No actual expenditures / Pathway additions
6.2 WUSD will ensure access to rigorous academic curriculum in all core content areas and career and college planning guidance with an emphasis on EL students.	Benefits 3000-3999: Employee Benefits Supplemental and Concentration 812	No actual expenditures / Pathway additions
	Textbooks and Curriculum 4000-4999: Books And Supplies Lottery 60,000	No actual expenditures / Pathway additions
7.1 WUSD will provide 8th graders a chance to review course offerings at the high school, meet students in CTE Pathways & counselors, and decide what courses to take their freshmen year.	No budgetary impact.	No budgetary impact
8.1 WUSD will continue to implement and modify the newly adopted Wellness Plan and provide Professional Development to support our nutrition program.	Prof Dev for Food Service Personnel 5000-5999: Services And Other Operating Expenditures Other 1,993	Professional Development for Food Service Personnel 5000-5999: Services And Other Operating Expenditures Other 865
9.1 WUSD staff and administrators will continue to attend IEPs for students and work together to create a plan that addresses the child's unique learning issues and set specific educational goals.	No budgetary impact	No budgetary impact

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any budgeted actions or services not implemented were used to support students, families, teachers, and staff through adding additional support courses at the schools. This included supplemental materials and teacher prep buy-outs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Willows Unified School District was able to provide many of the actions and services indicated in Goal 1. New courses were added this year at the high school along with PDs targeting teachers on reaching out to students during this pandemic. We were able to provide technology resources for our teachers and staff.

Goal 2

Pupil Outcomes:

Willows Unified School District will provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to better ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results 19-20 1.0 Students will continue to receive California State Content Standards aligned instruction and will show 2 points increase in ELA from 56.4 to 54.4 points below level 3 as indicated in the 2018-19 CA Dashboard. Baseline 1.0 Students continued to receive California State Content Standards aligned instruction: ELA- 46.4 points below level 3 as indicated in the 16-17 CA Dashboard.	Due to COVID-19, we had to refer back to our 18-19 data as there were no testing in 19-20. Willows is still 44 points below standard as indicated on the 18-19 CA Dashboard. We had an increased of 10.6 in ELA.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results 19-20 2.0 Students will continue to receive California State Content Standards aligned instruction and will show 2 points increase in Math from 84.2 to 82.2 points below level 3 as indicated in the 2018-19 CA Dashboard.	Due to COVID-19, we had to refer back to our 18-19 data as there were no testing in 19-20. Willows is still 80.7 points below standard as indicated on the 18-19 CA Dashboard. We only maintained 2 points in Math.

Expected	Actual
<p>Baseline 2.0 Students continued to receive California State Content Standards aligned instruction: Math- 65.8 points below level 3 as indicated in the 17-18 CA Dashboard.</p>	
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p>19-20 3.0 Willows High School will increase the number of students passing with a grade of B or better in their AP English Class from 75% to 78% as indicated on Aeries Gradebook.</p> <p>Baseline 3.0 Willows High School's number of students passing with a grade of B or better in their AP English Class was 76% as indicated on Aeries Gradebook.</p>	<p>Willows High School had an increased in the number of students passing with a grade of B or better in their AP English Class from 75% to 77% as indicated on the 19-20 Aeries Gradebook.</p>
<p>Metric/Indicator Priority 4: College and Career Ready/A-G course completion</p> <p>19-20 4.0 WUSD will provide academic interventions and supports for students to increase students (including students in the identified subgroups) graduating with A-G requirements met from 31% to 32% as indicated on 2018-19 CALPADS report.</p> <p>Baseline 4.0 WUSD provided academic interventions and supports for students to increase students (including students in the identified subgroups) graduating with A-G requirements was 23% as indicated on 2016-2017 CALPADS report.</p>	<p>WUSD provided academic interventions and supports for students to increase students (including students in the identified subgroups) graduating with A-G requirements met from 31% to 32% as indicated on Aeries report.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion</p> <p>19-20</p>	<p>5.0 WUSD increased the percentage of students who graduated completing a CTE pathway sequence from 37% to 58% as indicated on the 2019-20 CALPADS reports.</p>

Expected	Actual
<p>5.0 WUSD will increase the percentage of students who graduate completing a CTE pathway sequence from 37% to 38% as indicated on the 2018-19 CALPADS reports.</p> <p>Baseline 5.0 WUSD percentage of students who graduated completing a CTE pathway sequence: 11% as indicated on the 2016-2017 CALPADS reports.</p>	
<p>Metric/Indicator Priority 8: State Indicator/College/Career Indicator (HS only)</p> <p>19-20 6.0 Willows High School will add at least one or more additional CTE courses to the CTE Pathways pending funding.</p> <p>Baseline 6.0 Willows High School added at least one CTE courses.</p>	<p>Willows High School added new courses to their CTE Pathway. This included Ag. Earth Science.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</p> <p>19-20 7.0 English Learners will show 2 points increase in ELA from 84 to 82 points below level 3, demonstrating English Proficiency as measured by the 2018-19 CA Dashboard.</p> <p>Baseline 7.0 As reported by the 16-17 CA dashboard and CELDT, English Learners show in ELA 93.8 points below level 3, demonstrating English Proficiency.</p>	<p>Due to the new ELPAC testing, 49% of English Learners in WUSD are making progress towards English Language Proficiency. English Learners are Orange on the 18-19 Dashboard.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 8.0 English Learners who are reclassified to English proficiency will show 2 points increase in ELA from 49 to 47 points below</p>	<p>Due to the new ELPAC testing, 49% of English Learners in WUSD are making progress towards English Language Proficiency. English Learners are Orange on the 18-19 Dashboard.</p>

Expected	Actual
<p>level 3 demonstrating English Proficiency as measured by the 2018-19 CA Dashboard.</p> <p>Baseline 8.0 As reported by the 16-17 CA Dashboard, English Learners who are reclassified to English proficiency show in ELA 20.1 points below level 3 demonstrating English Proficiency.</p>	
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p>19-20 9.0 WUSD will increase the number of students passing with a 3, 4, or 5 overall on the Advanced Placement Test from 7% to 9% as indicated on the 2018-19 College Board Reports.</p> <p>Baseline 9.0 WUSD number of students passing with a 3, 4, or 5 overall on the Advanced Placement Test is as indicated on the 2016-2017 College Board Reports.</p>	<p>Due to COVID-19 in the 19-20 school year, AP exams were suspended. Therefore, the latest data is still from the 18-19 College Board Reports.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 10.0 WUSD will increase the number of high school graduates who are placed in the prepared level for College and Career by 2 points from 23.6% to 25.6% as indicated on the 2018-19 CA Dashboard.</p> <p>Baseline 10.0 As reported by the 16-17 CA Dashboard, WUSD shows 11 graders in ELA 23.8 points below level 3, and in Math 128.5 points below level 3 demonstrating college/career readiness.</p>	<p>10.0 WUSD increased the number of high school graduates who are placed in the prepared level for College and Career by 1.2% from 23.6% in 17-18 to 24.8% in 18-19 CA Dashboard.</p>
<p>Metric/Indicator</p>	<p>Willows High School increased the number of attendees in a junior college program from 50 students to 56 students as indicated on class rosters.</p>

Expected	Actual
<p>Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate</p> <p>19-20 11.0 Willows High School will increase the number of attendees in a junior college program from 50 students to 52 students as indicated on class rosters.</p> <p>Baseline 11.0 Willows High School number of attendees in the Butte College Program is 88 students.</p>	
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</p> <p>19-20 12.0 As a class, Ninth graders will increase the number of students meeting 6 out of 6 PFT Standards (Physical Fitness Test) from 41.3% to 43.3% as indicated on the 2018-19 PFT overall reports.</p> <p>Baseline 12.0 Ninth graders show 3 out of 6 PFT (Physical Fitness Test) standards met as indicated on the 2016-2017 PFT reports.</p>	<p>Due to COVID-19, we had to refer back to our 18-19 data. There are no PFT results for the 19-20 and 20-21 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Teachers will implement “Sound Instructional Practices” related to Explicit Direct Instruction.</p> <p>1.2/2.2 Teachers will utilize Digital Library and Interim Assessments to support student achievement.</p>	<p>Professional Development utilizing Title II funding. Refer to Goal 1 Action 2 for budgetary information. 5000-5999: Services And Other Operating Expenditures Title II</p>	<p>Professional Development utilizing Title II funding. Refer to Goal 1 Action 2 for budgetary information.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3/2.3 Contingent upon funding, WUSD will provide teachers, staff, and administrators, opportunities for Professional Development that support quality pedagogy/instructional planning, CAASPP/CAST training, and effective utilization of data.	<p>Available at 1st Interim Res 9516 5000-5999: Services And Other Operating Expenditures Locally Defined 50,000</p> <p>Mentor/DI Coach Stipends & Subs DD00034 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,120</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,350</p>	<p>See Goal 1 5000-5999: Services And Other Operating Expenditures Locally Defined</p> <p>See Goal 1</p> <p>See Goal 1</p>
3.1 WUSD will provide Professional Development for AP teachers to have an overview of the AP Program and focus on course development, the AP Exam, available resources, and models of successful teaching strategies.	Prov Dev opportunities will be provided by our new PD resource 9516 at 1st Interim. WHS share is \$17,200. 5000-5999: Services And Other Operating Expenditures Locally Defined 17,200	
<p>4.1 WUSD will provide counseling, intervention, aides, and tutoring services including SPARK, ASAP, as needed, for all students, with an emphasis for Homeless, Foster Youth, Special Education, and Low Income.</p> <p>4.2 WUSD will coordinate with the Glenn County Office of Education's Foster Youth Services Coordinating Program to ensure that programs and services for foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the education success of students in foster care.</p> <p>4.3 Develop and provide comprehensive training and resources for foster/homeless youth- specific staff, the school site and district level, as well as more generalized professional development opportunities for all educators and administrators on child welfare and foster care.</p>	<p>Contribution to Spark program for supplemental educational services. (DD31100) 5000-5999: Services And Other Operating Expenditures Title I 30,000</p> <p>3.9 Hr/Day Opportunity instructional aides retained at MES and WIS. (Res 0331) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,245</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 9,334</p> <p>DD 00013 to address needs of foster/homeless youth. 4000-4999: Books And Supplies 2,640</p>	<p>Contribution to Spark program for supplemental educational services. (DD31100) 5000-5999: Services And Other Operating Expenditures Title I 27,000</p> <p>3.9 Hr/Day Opportunity instructional aides retained at MES and WIS. (Res 0331) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 24,222</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7,391</p> <p>Meeting the needs of Foster / Homeless youth 4000-4999: Books And Supplies LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Foster Youth Transportation MOU Not Applicable Supplemental and Concentration 2,500	Supplemental and Concentration 500 Foster Youth Transportation MOU Not Applicable LCFF Supplemental and Concentration 0
<p>5.1 Willows High School will investigate the possibility of creating new CTE Pathway Courses (with Certification) pending upon enrollment and funds.</p> <p>5.2 WUSD will investigate software programs to enhance CTE Programs (e.g. software donations, equipment donations, etc.).</p>	<p>Retain 1.0 FTE @ WHS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 69,890</p> <p>Benefits 3000-3999: Employee Benefits Supplemental and Concentration 26,908</p>	<p>Retain 1.0 FTE @ WHS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 69,980</p> <p>Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 14,696</p>
<p>6.1 WUSD will increase support for Career and Technical Education (CTE) programs at secondary schools (expanded courses, CTE Coordinator, expansion at middle school, etc.) and seek other funding sources (Grants, CTEIG, Strong Workforce, etc.).</p>	<p>2 Sections of CTE maintained on Willows Intermediate School's master schedule. (Goal 3800 Site 004) 3000-3999: Employee Benefits Base 35,095</p> <p>Benefits 3000-3999: Employee Benefits Base 10,399</p>	<p>2 Sections of CTE maintained on Willows Intermediate School's master schedule. (Goal 3800 Site 004) 1000-1999: Certificated Personnel Salaries LCFF Base 35,095</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base 7,730</p>
<p>7.1/8.1 WUSD will utilize Rosetta Stone for the new comers and investigate new research-based programs for newcomers.</p> <p>7.2/8.2 ELD teachers will develop a plan to identify long term ELs to become proficient, and implement and modify the plan to increase the redesignation rate of Long Term English Learner (LTEL).</p> <p>7.3/8.3 WUSD will ensure that EL students with Special Ed. needs have the accommodations to support them in school.</p> <p>7.4/8.4 WUSD ELD teachers will attend two ELPAC trainings: Fall for Summative Assessment and Spring for Initial Assessment.</p>	<p>Software Subscription (Obj 5891) 5000-5999: Services And Other Operating Expenditures Base 1300</p> <p>The district continues to have ELD designated teachers at 3 school sites. Murdock Elementary = 1.0 FTE, Willows Intermediate = .5 FTE and Willows High School = .17 FTE. These teachers are paid from Supplemental/concentration, Title I and Title III funding sources.</p>	<p>Rosetta Stone Software Subscription 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,240</p> <p>The district continues to have ELD designated teachers at 3 school sites. Murdock Elementary = 1.0 FTE, Willows Intermediate = .5 FTE and Willows High School = .17 FTE. These teachers are paid from Supplemental/concentration, Title I and Title III funding sources.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7.5/8.5 WUSD will continue to provide teachers with Professional Development Opportunities with an emphasis on ELs.	<p>1000-1999: Certificated Personnel Salaries Other 27,870</p> <p>Statutory Costs related to 1XXX objected reflected above. 3000-3999: Employee Benefits Other 826</p> <p>Sections of ELD at WHS and WIS 1000-1999: Certificated Personnel Salaries Title I 27,875</p> <p>Benefits 3000-3999: Employee Benefits Title I 826</p>	<p>1000-1999: Certificated Personnel Salaries Other 131,349</p> <p>Statutory Costs related to 1XXX objected reflected above. 3000-3999: Employee Benefits Other 28,300</p> <p>Sections of ELD at WHS and WIS - cost included for ELD teachers above 1000-1999: Certificated Personnel Salaries</p> <p>Sections of ELD at WHS and WIS - cost included for ELD teachers above 3000-3999: Employee Benefits</p>
<p>9.1 WUSD will continue to provide AP History, AP English, and AP Psychology courses at the high school and investigate the possibility of adding more AP courses as well as GATE at the lower levels pending available funds and enrollment.</p> <p>9.2/11.1 WUSD will work with Butte College to provide additional college courses.</p>	<p>WHS to maintain 4 sections of AP on the M/S at WHS. 1000-1999: Certificated Personnel Salaries Base 64,000</p> <p>3000-3999: Employee Benefits Base 18,963</p>	<p>WHS to maintain 4 sections of AP on the M/S at WHS. 1000-1999: Certificated Personnel Salaries LCFF Base 64,000</p> <p>Statutory Costs related to 1XXX objected reflected above. 3000-3999: Employee Benefits LCFF Base 13,440</p>
10.1 Willows High School will continue to provide the Career Ed. Class for all ninth graders.	No additional cost.	No additional cost.
12.1 WUSD will provide professional development for staff members in regards to the Wellness Plan.	Professional development for food services personnel 5000-5999: Services And Other Operating Expenditures Other 2,000	Professional development for food services personnel 5000-5999: Services And Other Operating Expenditures Other 865

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any budgeted actions or services not implemented were used to support students, families, teachers, and staff. This included supplemental materials and hiring additional staff members to help with student achievement (e.g. After-school Program). We continued to support our teachers by providing professional development for online platforms during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Willows Unified School District was able to provide many of the actions and services indicated in Goal 2. New courses were added last year and this year such as AP Psychology and AP Earth Science. We continued to identify students who were foster and homeless and give them the necessary resources during this pandemic. We continued to use local and interim assessments to measure our students' success in ELA and math. We purchased Map Growth to help us assess our students in ELA and Math.

Goal 3

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 19-20 1.0 School site administration and staff will actively recruit and seek parents/guardians, from at least two targeted subgroups, to provide input or to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc. Baseline 1.0 WUSD School site administration and staff will actively recruit and seek parents, from at least one to of the targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	School site administration and staff actively recruited and sought parents/guardians, from at least two targeted subgroups, to provide input or to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool 19-20	Due to COVID, WUSD did not provide at least two or more Parent Education Nights for 2019-2020 but instead created several surveys throughout the year for parental input.

Expected	Actual
<p>2.0 WUSD will provide at least two or more Parent Education Nights for 2019-2020.</p> <p>Baseline 2.0 WUSD did provide one Parent College Night at Willows High School for 2016-2017.</p>	
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 3.0 WUSD will effectively communicate with all Stakeholders as evidenced by sign-in-sheets, minutes, social networking, number of local media contacts, other technology tools, etc.</p> <p>Baseline 3.0 WUSD did effectively communicate with all Stakeholders as evidenced by sign-in-sheets, minutes, social networking, number of local media contacts, other technology tools, etc.</p>	<p>Due to COVID, WUSD effectively communicated with all Stakeholders as evidenced by sign-in-sheets, minutes, social networking, number of local media contacts, other technology tools, etc.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 4.0 Staffing will be maintained District-wide at the appropriate level per the bargaining agreement.</p> <p>Baseline 4.0 Staffing was maintained District-wide at the appropriate level per the bargaining agreement.</p>	<p>Staffing was maintained District-wide at the appropriate level per the bargaining agreement.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 5.0 WUSD will provide all 5th Grade students an opportunity to go to Shady Creek to develop a feeling of personal responsibility</p>	<p>Due to COVID, no one attended a River Jim field trip. WUSD will continue to provide this service for incoming 6th graders.</p>

Expected	Actual
<p>to help preserve, conserve, and enhance our environment pending available funds.</p> <p>6.0 WUSD will provide all 6th Grade students an opportunity to build relationships as well as social and emotional skills through River Jim pending available funds.</p> <p>Baseline 5.0 WUSD offered an opportunity for all 6th Grade students to go on a River Jim field trip. Every 6th grader who wanted to go went with a participation rate of 96% for the 16-17 school-year.</p>	
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 7.0 WUSD will maintain attendance rates at or about 94%.</p> <p>Baseline 7.0 WUSD excellent attendance rate is 93% for 2016-2017.</p>	<p>CDE is not requiring schools to report attendance because of COVID 19. Because of the pandemic, it's hard to indicate if students are really participating in Zoom, etc. Our attendance rate is at 85% as indicated on Aeries report.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 8.0 WUSD will decrease the number of all students designated habitually truant or chronic absentee from 11.1% to 10% as indicated on 2018-19 CA Dashboard.</p> <p>Baseline 8.0 WUSD number of students designated habitually truant or chronic absentee is 8% as indicated on Aeries report.</p>	<p>Due to COVID-19, WUSD will continue to work on chronic absenteeism.</p>
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>19-20</p>	<p>Due to COVID-19, WUSD will continue to work on decreasing our expulsion rate.</p>

Expected	Actual
<p>9.0 WUSD will expand the "in-school" suspension program to all grade levels and maintain less than 1% stipulated and/or full expulsion rate.</p> <p>Baseline 9.0 WUSD has maintained less than 1% stipulated and/or full expulsion rate.</p>	
<p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 10.0 WUSD will decrease school suspension from 7.5% to 6.5% as indicated on the 2018-19 CA Dashboard.</p> <p>Baseline 10.0 WUSD maintained a 2.4% or lower on school suspension as indicated on the 2016-2017 CA Dashboard.</p>	<p>Due to COVID-19, WUSD will continue to work on decreasing our suspension rate.</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 11.0 WUSD will maintain a 0% dropout rate at the middle school as indicated on the 2019-20 CALPADS reports.</p> <p>Baseline 11.0 WUSD had 0% dropout rate at the middle school as indicated on the 2016-2017 CALPADS reports.</p>	<p>WUSD continued to maintain a 0% dropout rate at the middle school as indicated on the 2019-20 CALPADS report 1.14.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>19-20 12.0 WUSD will decrease the dropout rate at the high schools from 6%-5% as indicated on the 2019-2020 CALPADS reports.</p> <p>Baseline 12.0 WUSD dropout rate at the high schools is 5% as indicated on the 2016-2017 CALPADS reports.</p>	<p>WUSD decreased the dropout rate from 5% to 4% as indicated on 2019-2020 CALPADS report 1.14.</p>

Expected	Actual
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p> <p>19-20 13.0 WUSD will maintain junior high/high school graduation and/or program completion rate at 93% or better as indicated on the 2019-20 CA Dashboard.</p> <p>Baseline 13.0 WUSD junior high/high school graduation and/or program completion rate is 92.5% as indicated on the CA Dashboard.</p>	<p>According to the 19-20 Dashboard, WUSD had 87.7% students who graduated with a declined of 6.6% from previous year.</p>
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>19-20 14.0 WUSD District Safety Team Committee will continue to meet regularly and as needed to ensure that all staff are trained on utilizing Catapult EMS for reporting threats and being informed at all times in any emergency crisis.</p> <p>Baseline 14.0 WUSD ensured that all staff are trained on utilizing Catapult EMS for reporting threats and being informed at all times.</p>	<p>WUSD District Safety Team Committee continued to meet regularly and as needed to ensure that all staff are trained on utilizing Catapult EMS for reporting threats and being informed at all times in any emergency crisis.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 WUSD Schools will examine existing committees and develop a plan to include additional parents from various groups in the decision making process (DSLT, SSC, DELAC/ELAC etc.).</p> <p>1.2 WUSD will provide ongoing monitoring of the LCAP Plan through the use of the designated District Site Leadership Team.</p>	<p>No additional costs incurred.</p>	<p>No additional costs incurred.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 WUSD will hire bilingual interpreters during orientations/meetings, etc.</p> <p>2.2 WUSD will provide a Parent Education Night with an emphasis for our subgroups (e.g. PIQE, training using Parent Portals in Aeries, Parent Literacy Nights, Information nights for undocumented subgroups, etc.).</p>	<p>Stipends for translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000</p> <p>Driven Costs 3000-3999: Employee Benefits Supplemental and Concentration 1000</p> <p>190</p>	<p>Stipends for translation services 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1200</p> <p>Statutory costs associated with salaries above 3000-3999: Employee Benefits LCFF Supplemental and Concentration 276</p>
<p>3.1 WUSD will maintain a positive relationship between WUSD and the media.</p> <p>3.2 WUSD will research and explore opportunities for Parents and Community members to better understand educational programs and create a subsequent plan to incorporate one or more of those opportunities such as Career/College Nights, 8th Grade Information Night, etc.</p>	<p>Budgetary impact unknown at budget adoption.</p>	<p>No budgetary impact identified</p>
<p>4.1 WUSD will maintain contracted class sizes District-wide.</p>	<p>Budgetary impacts unknown at this time.</p>	<p>No additional staffing required / no budgetary impact</p>
<p>5.1 Murdock Elementary School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp pending available funds.</p> <p>5.2 Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip pending available funds.</p> <p>5.3 WUSD will provide opportunities to make student/parent connections to school (e.g. Talent Show, Movie nights, Dances, Drama Production, Paint Nights, rallies, assemblies, sports, character education, River Jim, Math/Science nights, successful programs, etc.).</p>	<p>District Contributions to River Jim, Maggie's garden and (new) Shady Creek. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 16,500</p>	<p>District Contributions to River Jim, Maggie's garden and (new) Shady Creek. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 16,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.4 WUSD will continue to take 8th graders to Butte College for College/Career Day pending available funds.		
6.1 WUSD schools will bolster positive programs that encourage student attendance, as well as, create consequences for students' truancy (e.g. PASS-Positive Alternative to Student Suspension).	Budgetary impact unknown at budget adoption.	Positive attendance program implemented with boosters / PTO resources
<p>7.1 WUSD will use SARB more effectively to monitor student attendance and accountability.</p> <p>7.2 WUSD will provide ADA make-up days at the high school level.</p>	<p>Saturday School Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,504</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 2,223</p> <p>Saturday School Lunches 7000-7439: Other Outgo Supplemental and Concentration 500.00</p>	<p>Saturday School Teacher Stipends / Extra Duty 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 3,246</p> <p>Statutory costs associated with salaries 3000-3999: Employee Benefits LCFF Supplemental and Concentration 563q</p> <p>Saturday School Lunches - No cost due to CEP</p>
<p>8.1/9.1 WUSD will provide professional development opportunities for staff to become trauma-informed and investigate evidence based strategies (e.g. Positive Behavior Support and Intervention Supports, Restorative Practices and Justice, etc.).</p> <p>8.2/9.2 Positive Behavior Interventions and Supports (PBIS) will be implemented at the elementary level.</p> <p>8.3/9.3 WUSD will use the MTSS funds to support students in academics, behavioral, and social –emotional learning.</p> <p>8.4/9.4 WUSD will embed the Social and Emotion Learning standards in the learning process to help students develop a range of skills needed for school and life (e.g. Mind Up Curriculum).</p>	New PD Resource 9516 @ 1st Interim. 5000-5999: Services And Other Operating Expenditures Locally Defined 50,000	Professional Development costs reflected in Goal 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
10.1/11.1 WUSD will continue to support alternative education at Willows Community High School, as well as summer school for credit recovery.	No increased budgetary impact.	No increased budgetary impact.
12.1/13.1 WUSD will continue to provide additional support for students to meet with teachers in the beginning of school and after-school for remedial and enriched learning (e.g. study hall, Reading & Math Enhance Classes, etc.).	<p>Before/After School Tutoring Teacher Stipends. Site/Bud Rsp 003/337, 004/449, 007/777, 007/997. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,100</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 1,293</p> <p>See object 4390 Bud resp 337,447,557 and 777 4000-4999: Books And Supplies Supplemental and Concentration 13,057</p>	<p>Before/After School Tutoring Teacher Stipends. Site/Bud Rsp 003/337, 004/449, 007/777, 007/997. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 14,544</p> <p>Statutory Benefits for salaries above 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,180</p> <p>Intervention materials & supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,853</p>
<p>14.1 WUSD will provide a Catapult EMS training for new and seasoned staff members.</p> <p>14.2 WUSD will investigate the possibility of hiring additional security personnel and housing them in Willows (e.g. School Resource Officer).</p> <p>14.3. WUSD will work with Glenn County's Law Enforcement to enhance youth safety and reduce violence in schools.</p>	See Res 9517 Loss Prev and Safety 4000-4999: Books And Supplies Locally Defined 15,000	Loss Prevention and Safety measures 4000-4999: Books And Supplies Locally Defined 7,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Our funds will be used to support chronic absenteeism and incorporate independent studies program so that students can attend school online due to the pandemic (e.g. Acellus).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have been able to provide independent studies for students who want to work online at home, but it is still a struggle to raise our attendance for students to participate either online or in person due to the pandemic. During testing, we noticed that a few parents were hesitate to bring their children to school to get tested for the ELPAC or CAASPP, so they choose to opt their kids out of testing.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Districts' ASES funded extended learning program, SPARK, will support in-person instruction (baseline assessments and follow-up assessments to measure student needs and growth)	160,000.00	85,000.00	Yes
Provide T-2 Intervention to students before school, during lunch, and after school.	25,000.00	8,084.00	Yes
Reducing class size - Implement hybrid to enforce safety protocols and improve teacher to student ratio.	78,400.00	142,770	Yes
			Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We hired additional people this school year to help us navigate with the safety of COVID (e.g. health aides, ISP teachers, etc.).

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Although WUSD continued to hire additional staffing for the after-school program, we had issues finding people to fit those positions as they were interested in other positions in the district or no one applied for the positions. Reducing class sizes was doable but that relied on also hiring additional teachers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two Days PD for Zoom and Google Classroom on July 29 and July 31- hosted by Glenn County Office of Education	20,000.00	17,460.00	Yes
August 31 Professional Day for Classified Employees	5,000.00	7,440.00	Yes
Target Solutions Training on COVID for Certificated staff- Training all staff on safety precautions of COVID 19	5,000.00	6,171.00	No
Technology Purchase- Chromebooks	350,000.00	199,460.00	Yes
Technology Purchase- Hotspots	42,500.00	88,771.00	Yes
Technology Purchase- Webcams & Go Pros to facilitate delivery of instruction	18,000.00	10,491.00	Yes
GoGuardian - technology management & content filtering tool	15,000.00	14,850.00	Yes
Technology - 2nd monitors for teachers to facilitate delivery of instruction	16,000.00	10,782.06	Yes
Acellus - Independent Study instructional program	10,600.00	20,600.00	Yes
Other online instructional resources and subscriptions	40,000.00	35,577.00	Yes
Instructional supplies and consumables distributed to students for at home instruction	30,000.00	40,000.00	Yes
Aeries applications for integration of distance learning platforms to GradeBook / SIS	20,000.00	0	Yes
Certificated and classified employee extra duty time to prepare materials and equipment for distribution to students	25,000.00	32,000.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

As the year progress, we had students entering and leaving our Independent Studies Program. Additional materials were purchased this year to help supplement teachers such as ELD.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Professional Development was key this year to all our staff. This helped our teachers prep for this year and lead them to be better successful teachers in distance learning at the start of the year. Secondary teachers were required to develop a distance learning syllabus identifying learning objectives and assessments for single subject courses aligned with state standards. Elementary teachers developed curriculum guides for distance learning aligned with state standards. The district provided one on one devices to all students and was able to provide hot spots and reliable internet for students who needed it. Administrators within the district continued to monitor and mandate safety and educational practices which led the schools to be opened again at the secondary level and hybrid at the elementary level.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional aides will be online to help students breakout in sessions and provide assistance to those who need additional support.	35,000.00	35,577.00	Yes
Rosetta Stone licenses for ELD	8,000.00	2,108.00	Yes
Counselors will be working with students; providing additional support for foster and homeless students.	200,000.00	250,308.00	Yes
4 Professional Development and Preparation Days for teacher Implementation of strategies.	140,000.00	181,500.00	Yes
Renaissance Learning to measure students' reading lexile scores.	11,000.00	22,798.75	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We continued to utilized everything mentioned in the pupil loss. We identified our foster and homeless students and made sure we provided the necessary needs for them including transportation.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Teachers implemented many formative practices that informed them of their students progress as well as their own practices during the pandemic. Counselors and instructional aides continued to support all students through one on one and worked on SEL assessments. Our teachers used benchmarks, local measures, formative and summative assessments, and interim assessments to measure student success in all subject areas. These assessments helped address the learning loss and provided evidence needed to document and validate meaningful learning loss occurred in the classroom. It enabled teachers to measure the effectiveness of their teaching and developed pedagogical choices in the classroom.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

All staff helped in the monitoring of students health and social and emotional well-being. Counselors, the nurse, and health aides continued to check on students periodically to make sure student needs were met and that safety was in place if someone was exposed to COVID. Our sites continued to foster PBIS, MTSS, and other mental, social, and emotional curriculum into their daily lesson plans. The successes and challenges in this areas was just educating students to be cautious and safe. Not all students abide by the safety precautions as all sites were hit with COVID but not enough to close the schools down.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers and administrators worked very hard in making sure that communication was cleared to all families through surveys, zoom, phone-call, texts, emails, etc. Translation was provided where necessary. Resources were available to support students with chronic absenteeism including home visits to check on welfare along with law enforcement, MTSS, probation and SARB. The challenge was when parents did not respond or communicate with the schools. However, this year we created several surveys asking for parental input. We received the most feedback we ever did as compared to previous years.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

All students of the Willows Unified School District were eligible for free breakfast and lunch for every instructional day under the Community Eligibility Provision (CEP). During distance learning and for those in distance learning, breakfast and lunch meals were distributed and available for pick up at multiple locations throughout the district.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Increased sanitation efforts as recommended by the current health and safety guidelines such as safety masks, temp-check stations, no-touch thermometers, plexi-glass barriers, hand sanitizers, etc.	100,000.00	251,940.00	No
N/A	Temporary fencing to create a single point of entry to each of the sites.	75,000.00	2,490.00	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We continued to purchase safety equipment needed to prevent COVID.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The suspension of state testing in 2020 and the lack of local assessment data uncovered the need to implement a formative assessment model. Without real time student achievement data, teachers cannot make informed instructional decisions and provide struggling students with the necessary support and interventions. In addition, the requirement to transition into distance learning revealed the need to vertically align and articulate curriculum moving forward to identify gaps in our instruction. Grades during distance learning required teachers to reflect on grading practices to realized traditional grading practices are not fair or equitable during this pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be an ongoing topic of discussion. Site administrators have identified several strategies for immediate and summertime implementation. Some immediate strategies include embedding math and ELA support in the afterschool program in grades K-8. Summer academic "boot camps" have been added to prepare students to enter the intermediate and high schools. There are plans to add integrated systems of support throughout the district. These systems include establishing a high performing school culture, implementing early identification and support of at-risk students, purchasing a formative assessment model, establish a data driven instructional cycle, identifying attributes of college and career readiness throughout every grade in the district, promote college

aligned course sequences and pathways to viable careers, personalized graduation plans, parental involvement and community outreach.

An additional bus run to an apartment complex with a high population of chronically absent students was added.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We hired additional teachers and staff members to help with our independent and after-school programs.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Currently, there are no districtwide systems and practices in place to vertically align and articulate curriculum, monitor student academic progress with a formative assessment program and there is no data driven instructional cycle to to identify and support students who are struggling academically.

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.

Our goal is that 35% of math students and 55% of ELA students will meet or exceed standards in grades 3-8 and grade 11.

Our goal is to have our CCI target for graduates be 55%.

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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,949,421.00	1,543,889.00
	2,830.00	42,405.00
Base	926,382.00	0.00
California Career Pathways Trust	246,547.00	0.00
Federal Funds	2,500.00	2,500.00
LCFF Base	0.00	1,001,192.00
LCFF Supplemental and Concentration	0.00	217,051.00
Locally Defined	284,396.00	21,076.00
Lottery	120,000.00	31,688.00
Other	32,689.00	161,379.00
Supplemental and Concentration	213,076.00	0.00
Title I	58,701.00	27,000.00
Title II	62,300.00	39,598.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,949,421.00	1,543,889.00
	190.00	0.00
1000-1999: Certificated Personnel Salaries	255,999.00	341,918.00
2000-2999: Classified Personnel Salaries	352,745.00	352,922.00
3000-3999: Employee Benefits	242,954.00	206,077.00
4000-4999: Books And Supplies	387,893.00	142,169.00
5000-5999: Services And Other Operating Expenditures	624,140.00	500,803.00
5800: Professional/Consulting Services And Operating Expenditures	82,500.00	0.00
7000-7439: Other Outgo	500.00	0.00
Not Applicable	2,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,949,421.00	1,543,889.00
		190.00	0.00
1000-1999: Certificated Personnel Salaries	Base	64,000.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	2,500.00	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	111,496.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	87,770.00
1000-1999: Certificated Personnel Salaries	Other	27,870.00	131,349.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	111,354.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	27,875.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	22,400.00	8,803.00
2000-2999: Classified Personnel Salaries	Base	327,500.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	327,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	25,422.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	25,245.00	0.00
3000-3999: Employee Benefits	Base	191,082.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	150,661.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	25,543.00
3000-3999: Employee Benefits	Other	826.00	28,300.00
3000-3999: Employee Benefits	Supplemental and Concentration	43,920.00	0.00
3000-3999: Employee Benefits	Title I	826.00	0.00
3000-3999: Employee Benefits	Title II	6,300.00	1,573.00
4000-4999: Books And Supplies		2,640.00	42,405.00
4000-4999: Books And Supplies	Base	135,000.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	60,576.00
4000-4999: Books And Supplies	Locally Defined	117,196.00	7,500.00
4000-4999: Books And Supplies	Lottery	120,000.00	31,688.00
4000-4999: Books And Supplies	Supplemental and Concentration	13,057.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	126,300.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	California Career Pathways Trust	246,547.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	411,535.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	17,740.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	167,200.00	13,576.00
5000-5999: Services And Other Operating Expenditures	Other	3,993.00	1,730.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	16,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	30,000.00	27,000.00
5000-5999: Services And Other Operating Expenditures	Title II	33,600.00	29,222.00
5800: Professional/Consulting Services And Operating Expenditures	Base	82,500.00	0.00
7000-7439: Other Outgo	Supplemental and Concentration	500.00	0.00
Not Applicable	LCFF Supplemental and Concentration	0.00	0.00
Not Applicable	Supplemental and Concentration	2,500.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,385,713.00	1,069,782.00
Goal 2	432,341.00	425,808.00
Goal 3	131,367.00	48,299.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$263,400.00	\$235,854.00
Distance Learning Program	\$597,100.00	\$1,551,026.00
Pupil Learning Loss	\$394,000.00	\$492,291.75
Additional Actions and Plan Requirements	\$175,000.00	\$254,430.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,429,500.00	\$2,533,601.75

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$5,000.00	\$6,171.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$175,000.00	\$254,430.00
All Expenditures in Learning Continuity and Attendance Plan	\$180,000.00	\$260,601.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$263,400.00	\$235,854.00
Distance Learning Program	\$592,100.00	\$1,544,855.00
Pupil Learning Loss	\$394,000.00	\$492,291.75
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,249,500.00	\$2,273,000.75



Local Control 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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

The district currently serves approximately 1,363 students in grades TK – 12. The district has been in declining enrollment for several years. The district maintains three comprehensive schools and one alternative education site. The three comprehensive schools include Murdock Elementary, TK-5; Willows Intermediate School, 6-8; and Willows High School, 9-12. There is one alternative education school, Willows Community High School, 10-12. Willows Unified School District serves a diverse population, with 36.9% White; 52.46% Hispanic; 4.40% Asian; 2.13% Native American; .88% African American; and 2.13% other ethnicities.

WUSD serves all students by providing opportunities for students 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, and Home Economics and Transportation courses provide student opportunities to learn and develop the skills necessary to become problem solvers, leaders, entrepreneurs, and educated consumers. Our schools provide other educational opportunities outside the classroom, including athletics, music, associated student body and Future Farmers of America (FFA).

Mission Statement:

“Preparing today’s students for tomorrow’s challenges”

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.
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 distance learning.
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.
13. Mitigate learning loss due to the Coronavirus pandemic.
14. Implement California Department of Public Health Coronavirus safety protocols.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Willows Unified School District (WUSD) is always looking to improve in all areas as indicated on the California School Dashboard. Willows Unified has worked in the past to improve their suspension rate, which declined by 2% in 2019 as indicated on the dashboard. Our ELA scores increased by 10.9 points in 2019 as indicated on the dashboard. All local indicators have been met. WUSD continues to build on the cultural values of families; stress personal contact with families (remind teachers of the importance of parent-teacher relationships); foster communication with families (all-call, online communication, etc.); create a warm environment for families; and facilitate accommodations for family involvement, including translators, transportation, and other similar services.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WUSD is focusing their LCAP goals on student achievement in ELA and Math, as well as college and career indicators. According to the 18-19 CA School Dashboard, we are orange in chronic absenteeism, graduation, college and career, and math. We need to work on our chronic absenteeism subgroups: foster, homeless, and students with disabilities. We also need to work on ELA with our students with disabilities. According to the dashboard, we are 24.8% prepared for the college and career indicator. WUSD will increase counseling support to support our subgroups and work by making sure our classes are A-G aligned. WUSD will also continue to work and coordinate with Glenn County Office of Education's Foster Youth Services Coordinating Program to ensure that programs and services for our foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the education and success of students in foster/homeless care. WUSD will work with GCOE's SELPA Coordinator and teachers to assess and provide the necessary resources for students with disabilities. WUSD will continue to work and improve all priorities by continuing to build teacher-student relationships, work with teachers by providing coaches to identify and assist with implementing sound instructional practices, encourage extracurricular participation, constantly monitoring student progress, implement behavior support programs, and involve parents in education.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through the analysis of our state and local data and input from staff and stakeholders, we identified focus areas to be addressed to achieve our Mission: "Preparing today's students for tomorrow's challenges." The plan includes goals to improve achievement for all students. WUSD was able to emphasize three areas for improvement: increase our college and career rates, increase ELA scores, and increase math scores. The plan also includes specific actions and services that target achievement for students who are not meeting grade-level standards. In addition to our goals related to students' achievement, we have actions and services designed to support healthy lifestyles for students including social, emotional, and physical well-being.

Key LCAP actions to support these areas are:

- Establish an advisory K-12 committee to meet monthly to vertically align and articulate curriculum. Members of the committee consists of lead teachers and administrators.
- Hire or assign certificated staff as an Intervention/Data Coach to facilitate district assessment schedules and interventions at each site. One full time coach in math and ELA and 1-2 part-time certificated staff coaches for each campus. Other duties include providing support to staff with data analysis from various sources and intervention strategies.

Goal 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)

Goal 2: Pupil Outcomes:

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)

Goal 3: Engagement:

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)

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.

Willows Unified School Districts did not have any schools eligible for CSI.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

WUSD involved many stakeholders in the development of the 2021-2024 LCAP. These stakeholders were a part of one or more of the following groups:

School Site Council/Parent Advisory Committee - Beginning in October 2020 and ending May 2021, quarterly meetings were held at all three school sites to discuss issues related to improving student learning and performance. These meetings also provided an excellent opportunity to allow School Site Council members (Parents - to include EL Parents, Certificated, Classified, Students, and Administrators) to understand the impact of the LCFF/LCAP and to provide the District with possible direction for the 2021-24 school year.

District English Language Advisory Committee (DELAC) - Met on October 13, 2020, and January 28, 2021, to discuss issues related to improving student learning and performance. Also, they spent time discussing the LCAP process.

Monthly School Site PLC and Staff Meetings - Bi-monthly collaboration meetings, beginning the month of August 2020 and ending May 2021, were held to provide Administrators and Staff an opportunity to become educated on LCFF/LCAP and to discuss possible pathways for students.

Stakeholder Surveys - LEA personnel, Parents, Community Members, teachers, local bargaining units, and Students responded to the survey located on the District and individual school websites starting July 2020 until May 2021. These surveys consisted of issues relating to COVID- learning loss, Expanded Learning Opportunities Grant, as well as planning for the LCAP. They were able to share information from their perspectives on the State Priorities highlighted throughout the Plan and comment on issues specifically affecting them. Information was gathered to put in the LCAP where necessary.

The Director of State & Federal Programs sent out student survey links in February 2021. Over 300 students were represented from the middle school, and high school, where their inputs were gathered and put in the LCAP where necessary.

Public Hearing - June 14, 2021, and June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Some of the feedback provided by specific stakeholders included areas of parent education- training on supporting their students transition to postsecondary education, chronic absenteeism- a preventative plan to monitor attendance, and Professional Development- for teachers to enhance learning strategies and implement SEL into the classroom. These three areas were the highlights of what came forth from stakeholder input.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects of the LCAP that were influenced by specific stakeholder groups are included in LCAP goal 1 with establishing an advisory K-12 committee to meet monthly to vertically align and articulate curriculum. These members are part of the decision making in helping us identify PD needs for our teachers/staff. In LCAP goal 3, with providing parent education nights with an emphasis for our subgroups (e.g. Parent Literacy Nights, information nights for undocumented subgroups, etc.). This action is to help us make sure parents are aware of what's happening in our schools. In LCAP goal 3, use SEL and MTSS funds to support students in academics, behavioral, and social-emotional learning. This action will help us identify ways to bolster positive programs that encourage student attendance and create consequences for students' truancy.

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)

An explanation of why the LEA has developed this goal.

Currently, there are no districtwide systems and practices in place to vertically align and articulate curriculum, monitor student academic progress with a formative assessment program and there is no data driven instructional cycle to identify and support students who are struggling academically.

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% 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 will have sufficient access to State Standards-aligned materials.
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				Based on our FIT reports, WUSD would like the average for our facilities to be at 99% safe and clean

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintained and in good repair when utilized by students and staff members.				and equipment maintained and in good repair when utilized by students and staff members.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Local indicator rating is 4- Full Implementation of state standards.				WUSD would like to be at 5- Full Implementation and Sustainability for state standards.
Priority 2: Local Indicator/Implementation of State Standards/ELD	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.				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 would like to be 30% or more college/career prepared as indicated on the 2023 Dashboard.
Priority 7: Local Metric/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 a upon the grade level, as defined in the Education Code 51210 and 51220.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Metric/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 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 Metric/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.				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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Vertically Aligned and Articulated Curriculum	Establish an advisory K-12 committee to meet monthly to vertically align and articulate curriculum. Members of the committee consists of lead teachers and administrators.	\$7,600.00	No
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.	\$30,346.00	No

Action #	Title	Description	Total Funds	Contributing
3	Staffing for Data Driven Instructional Cycle	Hire or assign certificated staff as an Intervention/Data Coach to facilitate district assessment schedules and interventions at each site. One full time coach in math and ELA and 1-2 part-time certificated staff coaches for each campus. Other duties include providing support to staff with data analysis from various sources and intervention strategies.	\$160,000.00	Yes
4	Implement Grading Practices Focused on Learning	Provide PD for staff on grading practices.	\$15,000.00	Yes
5	Implement District Formative Assessment Model	Ongoing professional development for data analysis and intervention planning.	\$15,000.00	Yes
6	Access to Technology and Project Based Learning	WUSD will increase access to technology and project based learning and implement the WUSD Technology Scope and Sequence for K-12.	\$185,000.00	Yes
7	Adopted Instructional Materials	Develop a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar (e.g. Health, Civic Curriculum, Spanish, etc.).	\$255,000.00	No
8	Safety Committee Team	WUSD's Safety Committee will continue to meet and purchase what is necessary to provide safety equipment for all schools (e.g Catapult, fencing, etc.).	\$25,000.00	No
9	Nutrition	Access to healthy food and nutrition - General Fund support to the District Food Service program.	\$150,000.00	No
10	Professional Development for	Provide training for staff (e.g. secretaries) to increase proficiency with instructional and support services practices and resources (e.g. Aeries).	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Student Information System			
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
12	Sound Instructional Practices- Coaches	Continue to support our coaches districtwide in helping teachers research and implement new ideas, provide resources, or co-teach lessons (e.g. materials, subs, etc).	\$40,400.00	Yes
13	GCOE TREE Services	Continue to support our teachers by providing services and resources from GCOE.	\$3,100.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>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.</p> <p>(Priority 4 - Pupil Achievement and Priority 8 - Other Pupil Outcomes).</p>

An explanation of why the LEA has developed this goal.

Willows Unified School District is 30.98% met or exceeded the standards in ELA and 19.58% met or exceeded the standards in math. Only 24.8% of all graduates are prepared for college or career.

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/Grades 3-8 ELA SBAC results	WUSD is 30.98% met or exceeded the standards in ELA as indicated on the CAASPP database.				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/Grades 3-8 mathematics SBAC results	WUSD is 19.58% met or exceeded the standards in Math as indicated on the CAASPP database.				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.				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
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	WUSD ELs taking the Summative ELPAC are 8.40% Proficient as indicated on the CAASPP/ELPAC database.				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 would like our reclassification rate for ELs to be 20.1% or higher as indicated on the 2023 Dataquest-EL Annual RFEP Counts.
Priority 4: State 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 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 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State 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 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/College and Career Indicator/Dual enrollment completion rate	Willows High School number of attendees in a junior college program is 42 students as indicated on the 2020-2021 class rosters.				Willows High School would like the number of attendees in a junior college program to be 57 students as indicated on the 2023-2024 class rosters.
Priority 4: College and Career Ready/A-G course completion	WUSD students graduating with A-G requirements is 83.3% total, as indicated on 2018-2019 Dataquest.				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 Metric/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 would like to maintain a 98% or better participation rate in ELA and Math testing as indicated in 2023 Dataquest's Participation rate.

Actions

Action #	Title	Description	Total Funds	Contributing
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	Strategic Support for At Risk Students - ELA and Math	MES and WIS - Purchase FOCUS intervention curriculum in ELA and math.	\$14,200.00	Yes
3	Training for all Test Site Administrators	All testing site coordinators will be required to attend state trainings (ELPAC, CAASPP, CST, etc.) and purchase materials necessary to help them lead their staff.	\$7,500.00	Yes
4	Strategic Support for At Risk Students - ELA and Math	Identify and purchase supplemental instructional materials to increase support for at-risk students, with emphasis on ELA and Math (Reflex Math, No Red Ink, Get More Math, etc).	\$50,000.00	Yes
5	Strategic Support for At Risk Students - ELA and Math	Murdock Elementary - Maintain staffing and class sizes at levels to ensure 1st best instruction.	\$2,403,445.00	Yes
6	Strategic Support for At Risk Students - ELA and Math	Hire one math and two ELA intervention teachers at Murdock. Hire one math and one ELA intervention teacher at WIS.	\$150,000.00	Yes
7	Strategic Support for At Risk Students - ELA and Math	Explore hiring resident substitutes for 2021-22 to ensure coverage of regular education classes and to allow for PD, collaboration and data analysis during the instructional day (under consideration). Costs to be determined if this action is implemented.		No

Action #	Title	Description	Total Funds	Contributing
8	Strategic Support for At Risk Students - ELA and Math	Provide furniture and facilities space to support small group student interventions.	\$150,000.00	Yes
9	Strategic Support for At Risk Students - ELA and Math	WIS - Strategic and intensive ELA and math support (lab) classes.	\$75,000.00	Yes
10	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
11	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
12	Strategic Support for At Risk Students - ELA and Math	Hire a District-wide Distance Learning / Long Term Independent Study Teacher to ensure instructional options for students need an alternative learning model. Additional staff may be hired based on program need.	\$95,000.00	No
13	Strategic Support for At Risk Students - ELA and Math	Purchase Edgenuity (online learning platform) for credit recovery (WHS) and distance learning (District-wide) needs.	\$35,000.00	Yes
14	Strategic Support for At Risk Students - ELA and Math	Purchase Read 180 and/or other supplemental program(s) to increase supports for students who are not reading at their grade level.	\$100,000.00	Yes
15	Strategic Support for At Risk Students - ELA and Math	Employ one teacher for a 4 week incoming Frosh Summer Boot Camp for ELA math support.	\$15,000.00	Yes
16	Strategic Support for At Risk Students - ELA and Math	Hire three (3) math intervention teachers (one per school site) to provide strategic and intensive support to students during the school day.	\$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	Strategic Support for At Risk Students - ELA and Math	Hire an four (4) English intervention teachers to provide strategic and intensive support to students during the school day.	\$380,000.00	Yes
18	ELD Students	Continue to provide materials and resources to increase successful outcomes for English Learner students	\$10,500.00	Yes
19	ELD Students	Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.	\$100,000.00	Yes
20	Foster/Homeless Youth Services	WUSD will monitor and provide necessary resources for our Foster/Homeless Youth. This may include supplies (e.g. backpacks) and transportation (e.g. bus tickets).	\$20,000.00	Yes
21	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
22	Implement College and Career Readiness Curriculum	Implement K-12 college and career readiness curriculum.	\$30,000.00	Yes
23	Implement College and Career Readiness Curriculum	College and career readiness professional development for district teachers and counselors and provide 2 college and career techs.	\$10,000.00	Yes
24	Student Support Services	Continue to employ paraprofessionals to work with our students in groups and individually.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
25	Testing Materials and Supplies	Continue to purchase necessary equipment, materials, supplies to help with student achievement (e.g. headphones, snacks, etc.).	\$10,000.00	No
26	CTE Pathways	WUSD will continue to investigate the possibility of adding additional CTE Pathways (e.g. courses) - implementation timeline and costs unknown at this time.		No
27	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.	\$240,000.00	No
28	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	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

Based on data, 12.8% of all students are absent 10% or more of the instructional days they were enrolled in 2019. The following groups were chronically absent in 2019: 15.1% white, 14.5% SED, 11.1% Hispanic and 10.6% English Learners. Only 87.8% of all students graduated in 2019 and 5.5% of all students were suspended at least one time.

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 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 would like to provide at least two or more Parent Education Nights for unduplicated pupils in the 23-24 school year.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD graduation rate for individuals with exceptional needs are above 85.7% as indicated on				WUSD would like to see the graduation rate for individuals with exceptional needs be maintained

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the 20-21 Special Education Plan.				at the 85.7% or better as indicated on the 22-23 Special Education Plan.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	WUSD Chronic Absenteeism rate is 12.8% as indicated on the 18-19 Dashboard.				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 would like the graduation rate to be 90.7% or higher as indicated on the 22-23 Dashboard.
Priority 5: Local Metric/Middle school dropout rate	WUSD is 0% dropout rate at the middle school as indicated on the 2019-2020 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 Metric/Student Engagement/High school dropout rate	WUSD had 4 students dropout at the high schools as indicated on the 19-20 CALPADS report 1.12.				WUSD would like to have no students dropout at the high schools as indicated on the 22-23 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 would like the suspension rate to be 2% suspended at least once as indicated on the 22-23 Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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 Metric/Expulsion rate	WUSD expulsion rate is 0% as indicated on the 19-20 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 Apportionment by Month Report.				WUSD would like our average attendance rate to be 92% or better as indicated on the 23-24 Aeries--Daily Apportionment by Month Report.

Actions

Action #	Title	Description	Total Funds	Contributing
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	Yes
2	Pathways to Viable Careers	Hire two (2) part time classified Career Technicians to promote and track CTE pathway completion (all sites).	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Personalized Graduation Plans for Grades 7-12	Purchase 9th grade "Get Focused...Stay Focused" curriculum and implement ongoing units of study in grades 10-12.	\$10,000.00	No
4	Community Outreach	Implement a Director of Student, Family & Community Engagement position to provide attendance oversight & outreach, coordination of truancy mitigation, and to expand efforts to ensure engagement in our school community. Provide materials and resources for these activities.	\$190,000.00	Yes
5	Community Outreach	Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.	\$85,000.00	Yes
6	Community Outreach	WUSD will continue to communicate with parents using a variety of media sources (e.g. Blackboard, letters, etc.).	\$15,000.00	No
7	Community Outreach	WUSD will provide Parent Education Nights with an emphasis for our subgroups (CTE Pathways, Information Nights for undocumented subgroups, etc.).	\$45,000.00	Yes
8	Environmental Camp	Murdock Elementary School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp.	\$13,000.00	Yes
9	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
10	Attendance	WUSD will develop and implement Positive Attendance Programs to encourage student engagement in the school community.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Social and Emotion Learning	WUSD will provide academics, behavioral, and social-emotional learning programs.	\$35,000.00	Yes
12	Student Services	Continued to employ counselors to support all our students socially, emotionally, and academically.	\$475,000.00	No
13	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.	\$200,000.00	No
14	Student Support Services	Provide positive alternatives to school suspension/discipline.	\$5,000.00	Yes
15	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

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.00%	3,434,612

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We plan to increase our services by 27.00%. The needs of our foster youth, English Learners, and low-income students will be considered first as they represent a majority of an orange or red on the different categories on the CA School Dashboard. We want to make sure we provide these students the services that they need to be successful. Some of these actions include hiring paraprofessionals and bilingual aides to help support students one-on-one, and ensuring priority access to foster and homeless youth to tutorial and other academic social/emotional supports. We will be adding an additional ELD teacher at the elementary school and add two new classified bilingual community liaisons to work with our parents/family/community. We will provide daily intervention and after-school programs targeting this population first. We will also be utilizing MAP Growth (a local assessment) to measure how well are students are doing in ELA and Math. That will help teachers determine the needs for their students, especially in the unduplicated population. Our ELD teachers will continue to provide local benchmark assessments and use MAP Growth to help our ELs continue to progress in English. Rosetta Stone will be used for our newcomers so they can get the extra support needed at home. We will continue to serve free meals for breakfast and lunch for all students. These actions are effective in meeting the goals for these students so that they can achieve academic standards and be at their grade level. We hope to see these subgroups rise on the dashboard.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Willows Unified School District will provide instructional support specialists for teachers to improve educational practices collaboratively, purchase supplemental materials to help teachers in lesson planning, and provide parent education nights targeted for ELs, Foster/Homeless parents. We will also look into hiring additional staff to support students in ELD, ELA, social-emotional, etc. These actions are effective in meeting the needs of our unduplicated students. Our dashboard shows that these subgroups are performing below on ELA, Math, and college and career. Looking at the data has told us we need to increase or add the following services. We hope that by providing the following services, we will see an increase in our ELA, Math, College and Career indicators, as well as our family/parent engagement.

Increased/added services for 2021-2022:

- Curriculum Instructional Committee- help align and articulate curriculum, look at data for trends, and establish goals for the year.
- Hire a one full-time coach to help with Math, ELA, intervention, and analyze data. This will help us look at our subgroups in greater depth.
- Purchase FOCUS intervention curriculum for ELA and Math for grades K-8.
- Purchase supplemental instructional materials to increase support for at-risk students (e.g. Reflex Math, etc.).

- Hire an additional ELD teacher at the elementary to help with Math and English.
- Hire a district wide distance learning/long term independent study teacher to ensure instructional options for students who need an alternative learning model.
- Purchase Edgenuity for credit recovery.
- Purchase READ 180 to increase supports for students not reading at grade level.
- Increase instructional aides.
- Implement K-12 college and career readiness curriculum.
- Investigate and increase CTE Pathways.
- Hire a Director of Student Instructional Services to provide attendance oversight and outreach, etc., and expand efforts to ensure engagement in our school community.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,444,745.00	\$1,300,000.00	\$270,000.00	\$889,546.00	\$6,904,291.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,473,191.00	\$1,431,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Vertically Aligned and Articulated Curriculum	\$7,600.00				\$7,600.00
1	2	All	First and Second Year Teachers in CA Induction Program				\$30,346.00	\$30,346.00
1	3	English Foster Youth Low Income	Staffing for Data Driven Instructional Cycle	\$160,000.00				\$160,000.00
1	4	English Foster Youth Low Income	Implement Grading Practices Focused on Learning	\$15,000.00				\$15,000.00
1	5	English Foster Youth Low Income	Implement District Formative Assessment Model	\$15,000.00				\$15,000.00
1	6	English Foster Youth Low Income	Access to Technology and Project Based Learning	\$135,000.00		\$50,000.00		\$185,000.00
1	7	All	Adopted Instructional Materials		\$60,000.00	\$195,000.00		\$255,000.00
1	8	All	Safety Committee Team			\$25,000.00		\$25,000.00
1	9	All	Nutrition	\$150,000.00				\$150,000.00
1	10	All	Professional Development for Student Information System	\$15,000.00				\$15,000.00
1	11	English Foster Youth Low Income	Student Services	\$121,200.00			\$32,000.00	\$153,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Foster Youth Low Income	Sound Instructional Practices-Coaches	\$40,400.00				\$40,400.00
1	13	English Foster Youth Low Income	GCOE TREE Services	\$3,100.00				\$3,100.00
2	1	English	ELD Students	\$10,000.00			\$5,000.00	\$15,000.00
2	2	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math				\$14,200.00	\$14,200.00
2	3	English Foster Youth Low Income	Training for all Test Site Administrators	\$7,500.00				\$7,500.00
2	4	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math	\$50,000.00				\$50,000.00
2	5	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math	\$2,403,445.00				\$2,403,445.00
2	6	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math				\$150,000.00	\$150,000.00
2	7	All	Strategic Support for At Risk Students - ELA and Math					
2	8	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math	\$50,000.00			\$100,000.00	\$150,000.00
2	9	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math	\$75,000.00				\$75,000.00
2	10	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math	\$20,000.00				\$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math				\$15,000.00	\$15,000.00
2	12	All	Strategic Support for At Risk Students - ELA and Math				\$95,000.00	\$95,000.00
2	13	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math	\$10,000.00			\$25,000.00	\$35,000.00
2	14	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math		\$100,000.00			\$100,000.00
2	15	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math		\$15,000.00			\$15,000.00
2	16	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math		\$285,000.00			\$285,000.00
2	17	English Foster Youth Low Income	Strategic Support for At Risk Students - ELA and Math		\$380,000.00			\$380,000.00
2	18	English	ELD Students	\$7,500.00			\$3,000.00	\$10,500.00
2	19	English Low Income	ELD Students	\$10,000.00			\$90,000.00	\$100,000.00
2	20	Foster Youth	Foster/Homeless Youth Services	\$15,000.00			\$5,000.00	\$20,000.00
2	21	English Foster Youth Low Income	Implement College and Career Readiness Curriculum	\$10,000.00	\$5,000.00			\$15,000.00
2	22	English Foster Youth Low Income	Implement College and Career Readiness Curriculum		\$30,000.00			\$30,000.00
2	23	English Foster Youth Low Income	Implement College and Career Readiness Curriculum	\$5,000.00	\$5,000.00			\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	24	English Foster Youth Low Income	Student Support Services	\$150,000.00	\$50,000.00		\$50,000.00	\$250,000.00
2	25	All	Testing Materials and Supplies	\$10,000.00				\$10,000.00
2	26	All	CTE Pathways					
2	27	All	Opportunity Program	\$240,000.00				\$240,000.00
2	28	All	Support for After-School Program	\$60,000.00	\$130,000.00			\$190,000.00
3	1	English Foster Youth Low Income	Personalized Graduation Plans for Grades 7-12	\$5,000.00				\$5,000.00
3	2	All	Pathways to Viable Careers		\$75,000.00			\$75,000.00
3	3	All	Personalized Graduation Plans for Grades 7-12		\$10,000.00			\$10,000.00
3	4	English Foster Youth Low Income	Community Outreach	\$75,000.00	\$15,000.00		\$100,000.00	\$190,000.00
3	5	English Foster Youth Low Income	Community Outreach		\$85,000.00			\$85,000.00
3	6	All	Community Outreach	\$10,000.00	\$5,000.00			\$15,000.00
3	7	English Foster Youth Low Income	Community Outreach	\$20,000.00	\$25,000.00			\$45,000.00
3	8	English Foster Youth Low Income	Environmental Camp	\$13,000.00				\$13,000.00
3	9	English Foster Youth Low Income	River Jim	\$5,000.00				\$5,000.00
3	10	English Foster Youth Low Income	Attendance	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	English Foster Youth Low Income	Social and Emotion Learning	\$20,000.00	\$15,000.00			\$35,000.00
3	12	All	Student Services	\$310,000.00			\$165,000.00	\$475,000.00
3	13	All	Health Aide Services	\$180,000.00	\$10,000.00		\$10,000.00	\$200,000.00
3	14	English Foster Youth Low Income	Student Support Services	\$5,000.00				\$5,000.00
3	15	English Foster Youth Low Income	Outdoor Education, Science, Nutrition	\$1,000.00				\$1,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,462,145.00	\$5,111,345.00
LEA-wide Total:	\$904,700.00	\$1,594,700.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,557,445.00	\$3,516,645.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Staffing for Data Driven Instructional Cycle	LEA-wide	English Learners Foster Youth Low Income		\$160,000.00	\$160,000.00
1	4	Implement Grading Practices Focused on Learning	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
1	5	Implement District Formative Assessment Model	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	\$15,000.00
1	6	Access to Technology and Project Based Learning	LEA-wide	English Learners Foster Youth Low Income		\$135,000.00	\$185,000.00
1	11	Student Services	LEA-wide	English Learners Foster Youth Low Income		\$121,200.00	\$153,200.00
1	12	Sound Instructional Practices- Coaches	LEA-wide	English Learners Foster Youth Low Income		\$40,400.00	\$40,400.00
1	13	GCOE TREE Services	LEA-wide	English Learners Foster Youth Low Income		\$3,100.00	\$3,100.00
2	1	ELD Students	LEA-wide	English Learners	All Schools	\$10,000.00	\$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary & Willows Intermediate TK-8		\$14,200.00
2	3	Training for all Test Site Administrators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$7,500.00
2	4	Strategic Support for At Risk Students - ELA and Math	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Murdock Elementary 3 - 5	\$50,000.00	\$50,000.00
2	5	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	\$2,403,445.00	\$2,403,445.00
2	6	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary TK - 5		\$150,000.00
2	8	Strategic Support for At Risk Students - ELA and Math	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	\$150,000.00
2	9	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate	\$75,000.00	\$75,000.00
2	10	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	11	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate		\$15,000.00
2	13	Strategic Support for At Risk Students - ELA and Math	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	\$35,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	14	Strategic Support for At Risk Students - ELA and Math	LEA-wide	English Learners Foster Youth Low Income			\$100,000.00
2	15	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows High School		\$15,000.00
2	16	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary, Willows Intermediate, Willows High School		\$285,000.00
2	17	Strategic Support for At Risk Students - ELA and Math	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary (x2 teachers), Willows Intermediate, Willows High School		\$380,000.00
2	18	ELD Students	LEA-wide	English Learners	All Schools	\$7,500.00	\$10,500.00
2	19	ELD Students	Schoolwide	English Learners Low Income	Specific Schools: Murdock Elementary, Willows Intermediate, Willows High School	\$10,000.00	\$100,000.00
2	20	Foster/Homeless Youth Services	Schoolwide	Foster Youth	All Schools	\$15,000.00	\$20,000.00
2	21	Implement College and Career Readiness Curriculum	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate TK - 8	\$10,000.00	\$15,000.00
2	22	Implement College and Career Readiness Curriculum	LEA-wide	English Learners Foster Youth Low Income			\$30,000.00
2	23	Implement College and Career Readiness Curriculum	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	\$10,000.00
2	24	Student Support Services	LEA-wide	English Learners		\$150,000.00	\$250,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	28	Support for After-School Program			Specific Schools: Murdock Elementary and Willows Intermediate	\$60,000.00	\$190,000.00
3	1	Personalized Graduation Plans for Grades 7-12	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate and Willows High School	\$5,000.00	\$5,000.00
3	3	Personalized Graduation Plans for Grades 7-12			Specific Schools: Willows High School		\$10,000.00
3	4	Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$190,000.00
3	5	Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$85,000.00
3	7	Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$45,000.00
3	8	Environmental Camp	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary 5th Grade	\$13,000.00	\$13,000.00
3	9	River Jim	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate School 6th Grade	\$5,000.00	\$5,000.00
3	10	Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	11	Social and Emotion Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$35,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	14	Student Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	15	Outdoor Education, Science, Nutrition	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	\$1,000.00	\$1,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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

Broad Goal

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.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.