

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willow Grove Union Elementary School District

CDS Code: 35-67579-0000000

School Year: 2025-26

LEA contact information:

Kathleen Kilday

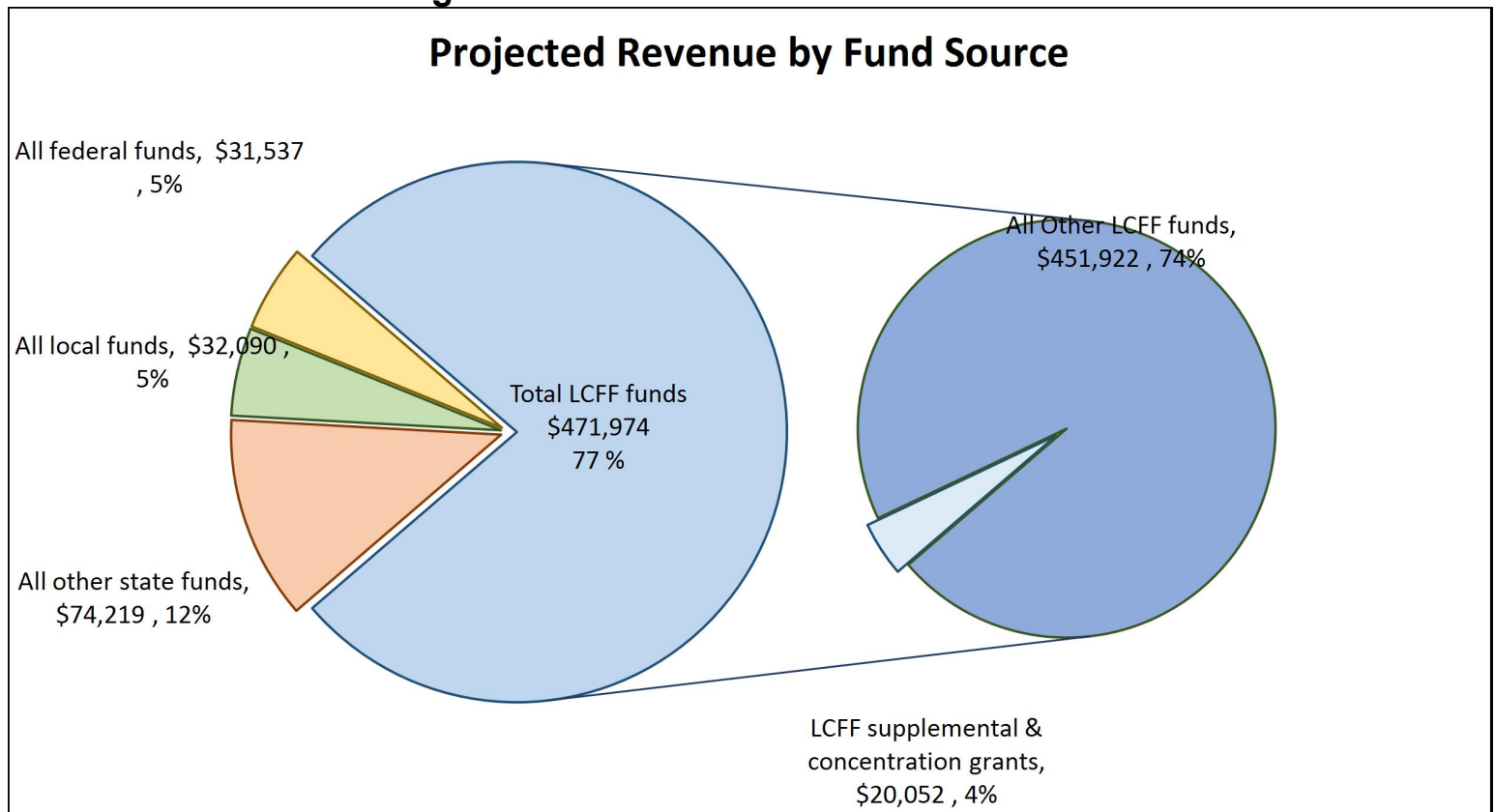
Principal/Superintendent

kkilday@sbcoe.org

831-524-6380

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

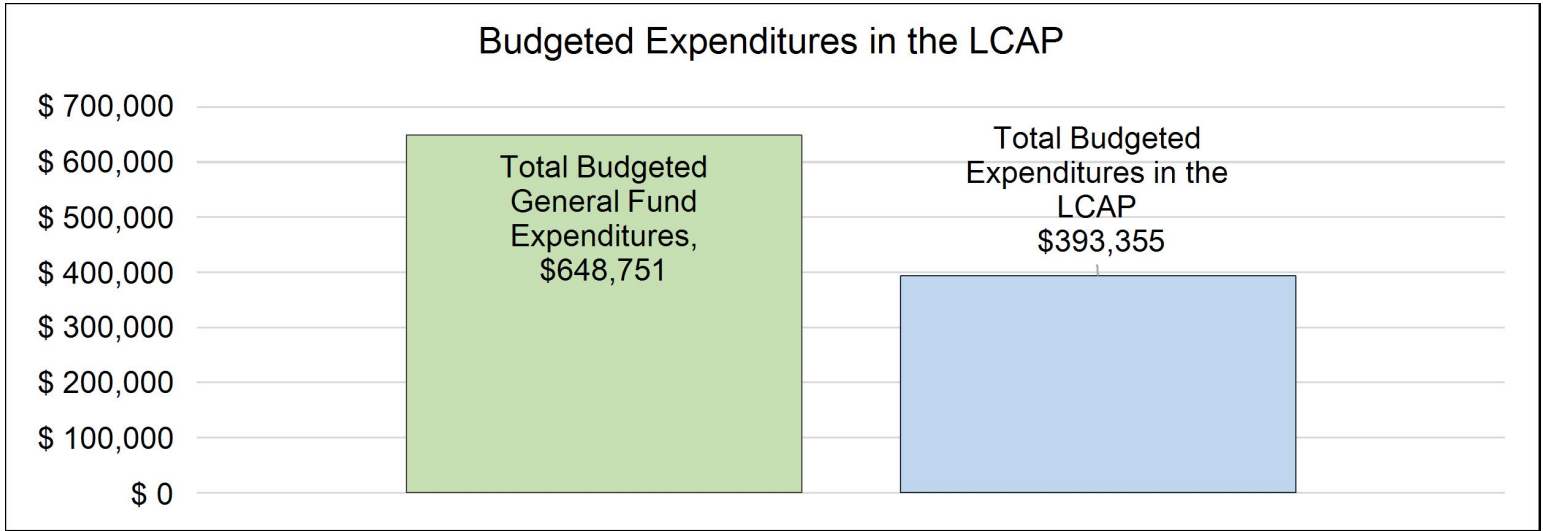


This chart shows the total general purpose revenue Willow Grove Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willow Grove Union Elementary School District is \$609,820, of which \$471,974 is Local Control Funding Formula (LCFF), \$74,219 is other state funds, \$32,090 is local funds, and \$31,537 is federal funds. Of the \$471,974 in LCFF Funds, \$20,052 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 Willow Grove Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Willow Grove Union Elementary School District plans to spend \$648,751 for the 2025-26 school year. Of that amount, \$393,355 is tied to actions/services in the LCAP and \$255,396 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

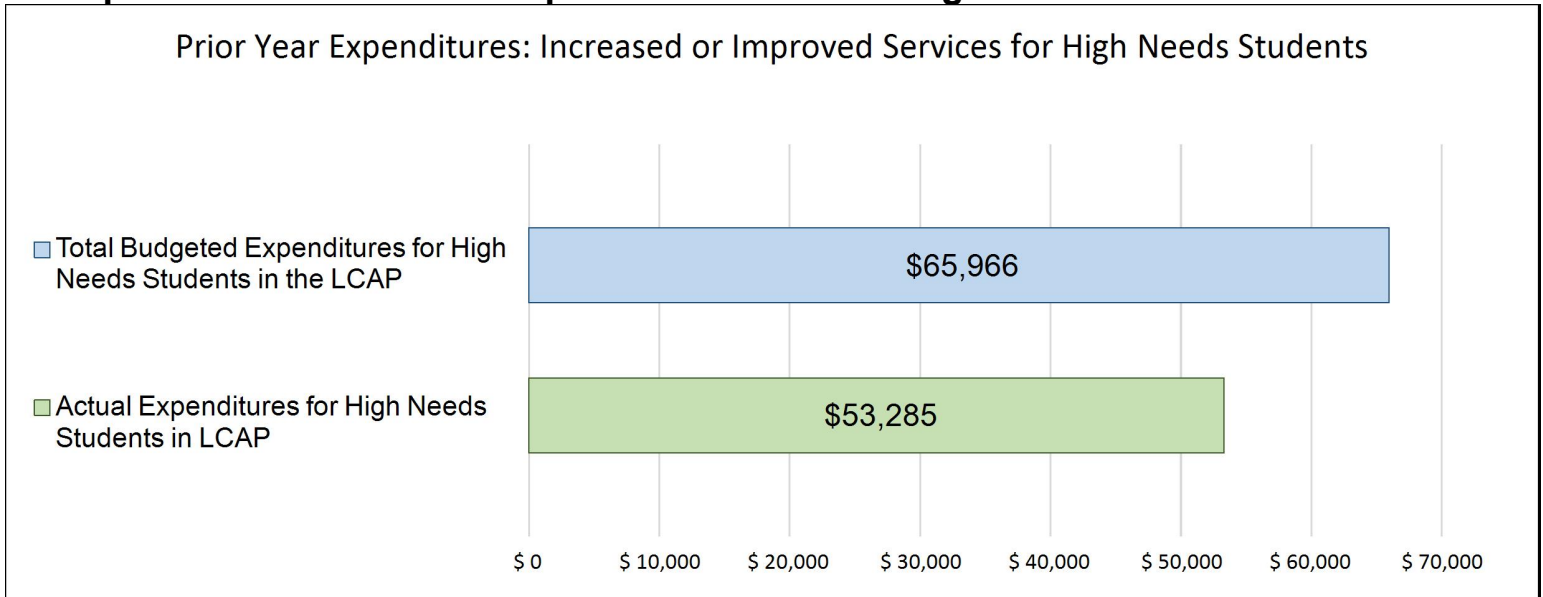
General operations of the district: housekeeping, maintenance, grounds, administration, administrative operations, and other items to support student learning.

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

In 2025-26, Willow Grove Union Elementary School District is projecting it will receive \$20,052 based on the enrollment of foster youth, English learner, and low-income students. Willow Grove Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willow Grove Union Elementary School District plans to spend \$75,233 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Willow Grove Union Elementary School District's LCAP budgeted \$65,966 for planned actions to increase or improve services for high needs students. Willow Grove Union Elementary School District actually spent \$53,285 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$12,681 had the following impact on Willow Grove Union Elementary School District's ability to increase or improve services for high needs students:

FY24-25 budget included expenses for MHT that were covered by grant by SBCOE. Even though field trips and supports were provided to students, the cost was less than budgeted.

Costs for Intervention Specialist and Instructional Aide was \$9,410 less than budgeted. Field Trips costs and supports were \$3,900 less than budgeted. Both these actions were completed and did not impact the overall increased or improved services for high needs students during the school year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willow Grove Union Elementary School District	Kathleen Kilday Principal/Superintendent	Kkilday@sbcoe.org 831-524-6380

Plan Summary [2025-26]

General Information

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

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 14-24 students over the past few years. For the 2024-25 school year, we started the year with 19 students in grades TK through 8th grades and ended the year with 22 students. During the school year, we lost 3 students and gained 3 other students. Our TK program is a full-day program. The total student body consists of 27% English Learners, 73% English only students. During 2024-25 27% of students qualified as English Learners, foster youth, or socio-economically disadvantaged. The single school district currently employs two credentialed full-time teachers, a part-time intervention teacher, one part-time (5 hour) Instructional Aide, an administrative assistant and one part-time administrator. There are at least two other employees who are hired based on temporary funding: one 5 hr. aide paid with Equity Multiplier funds which will end in June 2026; two staff members (with additional added as needed during the summer) who share ELOP duties and are paid for out of ELOP funding, ending date determined by ELOP funding. We have an additional part-time ELOP employee teaching piano as part of the ELOP program.

At the beginning of the 2025-26 school year we will be starting the year with 22 students. Our population is often changing during the year.

When students must be out due to illness, family COVID, or inclement weather, we can use short term independent study with a combination of online work through Google meets and paper packets sent home. Internet access remains a challenge for some families due to insufficient bandwidth for multiple users, or the physical terrain that hinders internet access. The school stays in constant contact with the families to use the best options of learning available under the difficult and rural circumstances.

The LCAP supports the districts' vision of supporting students towards their individual student success in all areas of academics. A specific emphasis is placed on the ability of students to be at or above grade level in Reading/Language and Math. Since there are between one and five students at any one grade level, and growth patterns, scores for grades and/or students are not shown on the California School Dashboard because of the very low number of students.

Parents are very proud of Willow Grove School and are very involved with Parent Nights, parent meetings, and their children's education. The development of the LCAP goals and actions are discussed and developed after several types of ongoing meetings with staff and parents (individually). Parent input is also garnered during special school planned evening functions as well as individual conversations with parents during parent conferences, parent pick-up, parent drop-off in the morning, individual meetings with parents during the day, and phone conversations.

Willow Grove School has configured a new Library on campus for the 2024-25 school year and will continue to support the level of books and equipment/programs to keep this such an important part of our school reading program. Students and staff have given input on the project, and a community volunteer has been very active in assisting the school with the technology information as well as the method of reviewing old books and purchasing new ones. Staff and students are actively involved in the total process. Parents, students and staff have influenced the budgeted expenditures for the development of the Willow Grove Library and are very proud of what we have for our school and look to see this continued. (Goal/Action 2.4)

The following objectives have been met with our library:

- 1.) Increase student independent reading inside and outside of the school day.
- 2.) Utilize the school library as a circulating source of reading materials for student's "at-school" and "at-home reading".
- 3.) Help students to understand the different genre and about different authors.
- 4.) Encourage students to connect with the pleasure of reading.

The library has supported these following Goals:

- 1.) Make the physical space of the library appealing to students so they can use the library system to find books they like to read.
- 2.) Make the library collection of books appealing to students and at the same time challenging for them.
- 3.) Implement an easy-to-use bar-coding inventory/check out system to support student accountability for returning books.
- 4.) Show students how to become "author aware" in their growth of choosing books to read in the library.

The use of a library in higher education (i.e. high school) is a strong predictor of student achievement regardless of the school community's parent education levels, ethnicity, and percentage of English Learners. Increases in library usage at middle and elementary schools correspond to increased achievement at those levels of education. We want students to be comfortable with a library for their usage when they move on to high school and in their adult years.

We have carryover Equity Multiplier Funds for our school site for 2025-26. However the school is no longer eligible to receive those funds for this school year. . The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school site/districts with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. The Equity Multiplier information for Willow Grove School includes the rate data of 33.3% for non-stability of students and the socioeconomically disadvantaged rate data of 85%, both during the 2022-23 school year.

Reflections: Annual Performance

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

There are between one and five students at any one grade level in our school, Thus, with our low student population, growth patterns and scores for grades and/or students are not shown on the California School DashBoard. However, our local data provides valuable insights into our annual performance, successes, challenges, and identified needs.

We rely heavily on the scores we receive from the STAR 360 assessments in Math and Language Arts which we administer periodically throughout the year. According to the research presented by the Renaissance Company who own STAR 360, these assessments have shown a strong correlation to the state assessments and many of our local schools use them. The students were given the STAR 360 test at 8-10 week intervals throughout the year to assist with the lesson planning and instruction. For the year 2024-25, we determined that 100% of students made growth in English Language Arts and Math.

Reading scores from July (2024) through May (2025), are showing Language Arts: students in grades 1st - 2nd. grade showed a minimum of 1 year of growth; students in grade 3rd showed from 6 mos. to 1 yr. growth and one student grew 2 yrs.and is now at the 7.5 grade level. ; grades 4th - 8th all students showed significant growth in reading growing 4-6yrs. in scores on the STAR test and their lexile scores improving as well. (Only 2 students with special needs are not in this grouping.);

For Math: students in Kinder showed they are ready for their first grade year; the students 1st - 3rd. grade showed an average of 8 mos. growth overall with 2 students meeting the beginning grade level for their next school year; students in grade. 4th -6th gradee making from 4mos. to 2yrs. growth respective to the students; grades. 7th and 8th are scoring at the high school level. ((Only 2 students with special needs are not in this grouping.).

The individual student improvements were shared with the parents at our parent conferences (Fall of 2024 and Spring of 2025). These measures were a result of the focused individual instruction which we are able to provide our students throughout the school year. They are in direct alignment with our 2024-25 LCAP Goals and the educational program of instruction and intervention (as determined by academic need) for all students at Willow Grove School.

It is important to understand that due to the low number of students at each grade level, any one or "a few" students can change the dynamics of what the trends for the scores show in any subject area. This is true from the beginning of the year to the end of the year or even starting the following year as students leave and are (or not) replaced by other students. Sometimes students who start at the school are not the same population that end the school year. (This lack of Stability rate within Willow Grove School makes the state, or local testing totally unreliable for trends as a grade level.) With his information in mind, we look at each student individually to determine what their growth has been and where their needs are to make improvements to their learning.

Our higher percentages of unduplicated students includes the socio-economically disadvantaged and the English Learner student groups. These have risen to a level we have not seen in the last 12 years. This has become an intensive area of need based on the low skill levels of these students. Many of these students are also Migrant students and so we have been working with this program in our area to help find some additional resources for our new students. Some of these students only spoke Spanish when they came to our school and not all staff are proficient in the Spanish language.

No other school feeds in to our school as we are a single school district in a rural area. Thus, we have consulted with the San Benito County Office of Education, the Migrant Program in San Benito County, and discussed the needs with the parents of these students as well. It is these conversations that assisted us in developing our focus goal for these students using our Equity Multiplier Funds. We will be implementing a process of assisting the students eligible under this focus goal in the academic areas of Language Arts and Math. The process will include the hiring of an aide who has the ability to communicate with these students clearly and be understood. Their job will be to work with the target students in the classroom along with the teacher to assist the students in understanding the assignment given by the teacher. At the current time, only approximately 46% of the assignments are completed by these students since they are unclear as to the directions and the process(es) used. Of the 46% which are completed, only about 12% of the work is correct. This process of having an adult be able to help the students understand the process directed by the teacher will be a significant help to the success of these students. The goal will be to have the students complete 90% of the work assigned and have the completed work show at least 90% correct. Then given an assessment on the subject matter, the students will show 80% accuracy after clearly understood directions are given. In addition to our unduplicated students, the Equity Multiplier Funds were also to address the attendance rate for several of our student population. These issues were addressed thoroughly through parent meetings and discussion with the students. The students made a very positive switch in their completion of classroom work, reading assignments and ability to stay on task with positive behavior.

Willow Grove has zero suspension and expulsion rates: We've maintained a 0% suspension and expulsion rate, reflecting our commitment to positive behavior support and a nurturing school climate. In addition, this year our chronic attendance rate declined by 14.3%. (We have seen an increase in the improvement beyond that since this spring as well.)

When surveyed this year: 95% of students agreed that they understand school rules (a few of the lower grade students had some questions but for the most part agreed. They like to do a lot of discussion.); 100% of students felt their teacher cared about them and wanted them to be successful.

Willow Grove School District employs two full time teachers, one of whom teaches TK through 3rd grade and the other teaches 4th grade through 8th grade. Both teachers have been fully credentialed and qualified to teach in their grade levels. In addition, we have one part time aide who works with the students individually or in groups. We also employed a credentialed teacher who works part time and does individual intervention for strategic reading skills. This staff member works with students who are previously assessed and determined to need specific instruction in learning skills necessary for success in reading. This also improves the ELD skills for second language learners 100% of the students improved a level in at least one section of the ELPAC test (Listening, Speaking, Reading, or Writing). Building language skills for all students has been a targeted goal in professional development conversations with teachers and instruction with students. Students receive frequent opportunities to go on field trips in order to build their real world experiences and to communicate what they learned.

Willow Grove is very proud of the partnerships we have made with the local SELPA for support and counseling services, as well as mental health counseling services for some of our students and parents. This has helped with their anxiety level, attendance, and coping ability in school and at home. We are looking forward to continuing this link with the SELPA and other partnerships in the community during 2024-25 and ensuing years.

The District has unexpended LREBG funds for the 2025-26 school year., however, it will not be utilized this year.

Reflections: Technical Assistance

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

Not Applicable

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Principal Administrator (daily)	Staff meetings with Principal/Superintendent :2023-2024 - 7/17, 7/28, 8/14, 9/7, 10/12, 11/1, 1/3, 2/1, 3/7, 4/12; for 2024-25 - 7/18, 7/19, 8/23, 8/27, 11/15, 12/5, 12/18, 1/6, 2/12, 3/13, 4/3,.Principal/Superintendent: Staff surveys: October 2023, March 2024, June 2024,July 2024, November 2024.
Students (weekly)	Individual student meetings: every other week for individual students (2024: July - November) and continued with individual students (2025: February - April)
Parents (weekly or monthly depending on needs and topics of discussion)	Principal/Superintendent: Individual parent meetings (individual conversations) at pick-up and/or drop-off (weekly throughout the year), over the phone as needed monthly or in individual meetings with translators and sometimes with Migrant services for more information. Regularly scheduled group meetings were held this year in September 2024, and May 2025. Home visits were done with some parents, as needed, for input and or guidance for student needs. These were held in (2023) July, Aug., Sept., Nov. and (2024) Jan., Feb., Mar., May., July, August, Sept., Dec., (2025) Jan., Feb. May 2023-24: Parent and student needs were discussed with teacher, administrator and parents during report card conferences (Sept. 11-15, 2023 and Feb. 19-23, 2024), as well as at Back to School Night Aug. 23, 2023 and Open House May 29, 2024; For 2024-25: Parent and student needs were discussed with teacher, administrator and parents during report card conferences (Oct. 21 -

Educational Partner(s)	Process for Engagement
	25, 2024 and Mar. 3-7, 2025), as well as at Back to School Night Sept. 17, 2024 and Open House May 1, 2025
SELPA Consultation: Feedback Method: Formal document shared between SELPA and the LEA. Formal meeting 5/22/2025 Feedback: Agreed on strategies to continue support students with disabilities and align with special education requirements.	Principal/Superintendent: SELPA - One on One consultation with the SELPA Director on May 22, 2025.
Board members monthly (see next column for dates)	Board meetings with Principal/Superintendent: (2024) 1/16, 2/20, 3/19, 4/16, 5/21, 6/11, 7/16. 8/20, 9/17, 11/15,12/17, (2025) 1/21, 1/27, 2/11, 3/11, 4/22, 5/13, 6/5. 6/17

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

Willow Grove Union School District encourages open communication between all of the parents, staff, students, community and School Board. This school district/school is fortunate to be small enough that there are optimal opportunities for all parents to be very involved with the school daily throughout the school year. We have built a culture of trust and have been able to capitalize on the fact that the parents are all available at the beginning of school and at parent pick-up every day. The parents are also very responsive to coming to the school for parent meetings where we talk about the plans for the coming year, and solicit input from the parents regarding their interests and needs in regard to their child's school and education. We have found these meetings to be much more worthwhile, productive, and desirable by parents than sending home paper surveys and notices of things that require specific input or where general parent input is sought. (This process does not single out the parents who can neither read or write.). (Goal/ Action 3.1)

Parents of homeless students, EL students, low income students, and special education students were all included in meetings and discussions (2023-24 & 2024-25) regarding parent support at home, nutrition, mental health needs for students, school schedules, and parent conferences. Translations were made available to parents as needed.

Student meetings for 2023-24 and 2024-25: Students talk individually or in groups with the teachers, staff, and with the principal. Although the Principal is open to having discussions with the students at impromptu moments for various topics or just to "check-in", there are formal/ scheduled sessions where students are brought into conversation with the principal for topics related to their school experiences and success. Students discuss their progress on their class assignments and the progress on their assessments. The students also express their interest in field trips to take, the assistance they are getting from the different adults at school and if they have any problems they need help with on the playground, or for counseling. Other discussion items with the students involved playground changes and character building between students. (Goal/Action 3.3 and 3.2 and 3.1)

Staff Meetings include all staff members: teachers, classroom aides, administrative assistant, and Principal. Staff meeting and planning days with staff (2023-24, 2024-25): were used for training all staff in CPR and AED (Automatic External Defibrillators) as well as use of the EPI Pen. Additionally days were used for training and discussion of student writing, vocabulary development, monitoring student progress, and the Effects of Bullying. Staff meetings were also used for planning students' conferences and special events, discussing school climate and safety needs, staffing needs, and importance of reading/writing and student appropriate activities to do in extended learning.

Other school personnel provided by the SELPA and SBCOE are helpful in providing input on Goals, instructional practices, resources and allocations. (Goal 1 Action 1.4 and Goal/Action 3.3)

Board meetings are held monthly and meeting agendas are posted at the school, in town at the Post Office and in the monthly school calendar which is sent home with each student. The Board and all other stakeholders (parents, teachers, students, community members) drive the vision for the LCAP. The basis for the goals are discussed at Board meetings throughout the year and then developed as the plan is being written. Board meetings are open forums for discussion and community members and parents are invited to attend. (Goal/ Action 3.3)

Parents value the intervention services used with students individually and in small groups to help students reach their highest achievement level. The input from all groups (parents, staff, students and the Board) were expecting that these direct services to students, with identified needs from the periodic assessments given throughout the year, be continued in 2024-25. Some of the students were in need of counseling for personal reasons, some of which being accentuated by the pandemic. The SELPA and County Office of Education have been supportive in providing services through Behavioral Health for a therapist for Social Emotional Well-being for identified students at Willow Grove School. These sessions are developing the student relationships as well as assisting them in learning skills to refrain from any bullying or aggressive behaviors. Rather, the students have been learning to use their words in a positive manner to build friendships and relate more positively to their peers. (Goal/Action 2.1 and Goal Actions 3.1 and 3.2)

Formal consultation with the SELPA took place on May 22, 2025 with informal consultation having taken place throughout the 2024-25 school year.

The inclusion of mental health counseling and Social Emotional activities will continue in the LCAP for 2025-26 is a result of responses from the students, parents and teachers.

The interest in this continuing in our LCAP was expressed by students, staff and parents. Additional actions and expenditures which received support within the LCAP were the intervention for students needing strategic assistance with academic learning. Field trips were also highly regarded by many of our families who expressed difficulty in going to places for their children to visit and learn. (Goal/Action 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment. (Priority 1 - Pupil Achievement), (Priority 2 - Implementation of State Standards), (Priority 7 - Course Access)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure that the progress made within these priorities will be maintained over this coming year. These areas will be evaluated on a regular basis to ensure maintenance of progress and legal obligations are being met. The accompanying actions have been selected because they are a continuation of a planning process to improve student achievement and provide a complete academic instruction based on the state standards of instruction for student learning. These goals reflect input from staff, students, site administrator, Board, and parents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain 100 % highly qualified teachers who meet the California state credentialing requirements (credentials)	100% teachers are appropriately credentialed and highly qualified (2023-24).	100% teachers are appropriately credentialed and highly qualified (2024-25)		100% of teachers are appropriately credentialed and highly qualified (2026-27).	The current difference from the baseline is 100% of the teachers were appropriately credentialed (2024-25)
1.2	Standards aligned instructional material for ELA/ELD and Math.	100% All students have access to use appropriate ELA /ELD	100% All students have access to use appropriate		100% of All students have access to use	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Walk throughs)	materials and Math materials (2023-2024). 100% Common Core aligned with ELA and Math. (2023-24)	ELA /ELD materials and Math materials (2023-2024). 100% Common Core aligned with ELA and Math. (2024-25)		appropriate ELA /ELD materials and Math materials (2026-2027). 100% Common Core aligned with ELA and Math. (2026-27)	
1.3	Maintain facilities in good repair and address any needs from Keenan or Fire Dept. walk-through, using the FIT results.	100% FIT results show a standing of "good" every year. (2023-24)	100% FIT results showed a standing of "good". (2024-25)		100% of facilities will receive a rating of Good or better on the FIT rating yearly for (2026-27)	Maintained
1.4	Implementation of state standards for instruction and teaching. (Local data)	100% of staff attend professional development every year. (2023-24)	100% of staff attended professional development . (2024-25)		Given staff development days, 100% of staff will attend staff development offerings every year. (2026-27)	Maintained
1.5	Provide a broad course of study aligned to the standards for History/Social Science, Science, P.E., and the Arts. (Master Schedule and/or walk through)	100% of students have access to a cross curricular and stand alone units of study. (2023-24)	100% of students have access to a cross curricular and stand alone units of study. (2024-25)		100% students will have access to the materials aligned to the standards for a broad course of study in History/Social Science, Science, P.E., and the Arts. (2026-27)	Maintained
1.6	Physical Education Test (PFT)- Students will	The baseline will begin with the scores from	Scores are not posted in the		100% of students eligible,	Scores are not available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	show growth each year on their individual scores. Scores are not posted in the SARC due to low numbers of students.	May 2024. 100% of students who were eligible participated in the PFT and this year will be their baseline year.	SARC due to low numbers of students. Scores will be kept on site and growth next year will be measured by student performance. (2024-25)		participated in the PFT annually and show growth from the previous year. (2026-27)	

Goal Analysis [2024-25]

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

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

The successes of this goal were: Our teacher for the TK program is fully qualified to teach the TK classes. All actions were completed as written. Staff received professional development on Writing, in Language Arts, ELD strategies, math strategies, and Social Emotional Learning.

No substantive differences in the planned actions or implementation.

There were no challenges in implementing the actions of this goal.

There were not instances in which any actions in this goal were not implemented.

There were no instances in which any of the actions were implemented in a manner significantly different than what was in the adopted LCAP.

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

Goal 1, Action 1 - The budgeted amount for this action was \$217,853 and approximately \$8,000 more was actually spent. The difference was due to costs associated with the staffing needed while one of the teachers was out on leave.

Goal 1, Action 2 - The budgeted amount for this action was \$10,000 and more was actually spent. The difference is \$18,674 due to problems with the water tank system and the roof repairs at the school. The actual expenditure was \$28,674.

Goal 1, Action 3- The budgeted amount was \$5000 and the estimated actual was \$1,831 because the position using those materials was not filled until 2/2025.

Goal 1, Action 4 - The budgeted amount for this action was \$500 and the expenditures reflect that zero has been spent in this Action. The difference was due to the fact that materials which were used for the staff development were existing within the site already so no extra needed to be purchased.

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

Actions 1.1-1.4 are effective based on the data provided in the metric section.

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

There will be no changes to Action 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6 as each of these actions were successfully implemented and help us reach our yearly goal in maintaining high quality staff and their instruction of the standards. Particular focus will continue to be on vocabulary and writing development throughout all of the academic areas.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and maintain highly qualified teachers	Willow Grove Board will search and hire teachers for the students, to maintain a staff which is 100% highly qualified and appropriately credentialed.	\$217,853.00	No
1.2	Well maintained facilities	Willow Grove Board will assess current conditions, plan and purchase needed materials to ensure an equitable, safe and well maintained facility for all students, staff and parents.	\$22,100.00	No
1.3	Provide a broad course of study aligned to the standards	All students have access to use appropriate ELA /ELD materials and Math materials aligned with Common Core and with ELA and Math standards as well as History/Social Science, Science, P.E., and the Arts.	\$1,636.00	No
1.4	Implementation of state standards for	Staff will attend 4 staff development days every year planned by the administrator.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
	instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be provided with support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from educational partners has identified the following as priorities which have been viewed as critical to the success of students at Willow Grove School District. The metrics and actions described below will be implemented to ensure that the progress is made within these priorities. All students do not currently show improvement in all areas of Language Arts and Math to allow them to reach grade level skills by the end of each year. Regular periodic assessments will be completed and will be evaluated on a regular basis with specific skill intervention assigned to ensure that every student has an equitable opportunity to develop and be successful in their academic goals. Focus areas will be on vocabulary, intervention for specific skills in Language Arts, and writing skills for all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR-360 for Math and English Language Arts, Individual students will show growth throughout the school year as measured by the STAR-360 and achieve at or above grade level status	STAR 360 scores are posted in this document under the Annual Update in GOAL 1 * Students showed improvement in their Reading May, showing 67%	For 2024-25 based on the STAR 360 100% of the students are showing growth in both ELA and Math.		100% of students will show continuous growth on the STAR-360 during the school year. By the end of 2026-27, 87% of	14% increase ELA 10% increase Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the end of the school year. Students on an IEP will use their goals as a measure of growth as well	(6 out of 9) students within or above grade level. * Math scores, likewise for July through May, showed improvement in Math scores, with 78% (7 out of 9 students) within or above grade level.(June 2023-2024)	ELA scores show 81% of students are meeting or exceeding their grade level and 19% are approaching grade level. For Math, 88% are meeting or exceeding grade level and 13% are approaching grade level. Special Education students are meeting IEP goals.		students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment.	
2.2	ELPAC assessment. Students will show at least one level of growth per school year in the ELPAC testing. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	25% of students advanced in one level in the Summative ELPAC June 2023.	0% of students advanced in one level in the Summative ELPAC May 2024		100% of each EL student will show a growth of at least one level on the ELPAC. (2026-2027)	100% decreased in Summative ELPAC
2.3	CAASPP ELA, Math and Science (CAST) Students meeting or exceeding standard. (CAASPP student scores)	44% Met or Exceeded Standard on the 2022-2023 ELA CAASPP 43% Nearly Met Standards on the 2022-2023 Math CAASPP	43% Met or Exceeded Standard on the 2023-24 ELA CAASP 43% Nearly Met Standards on the		90% Met or Exceeded Standard on the 2026-2027 ELA CAASPP 90% Met or Exceeded	1% decrease in ELA Maintained in Math Maintained in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% Nearly Met Standards on the 2022-2023 Science (CAST) CAASPP	2023-2024 Math CAASP Test not submitted correctly. No data available.		Standards on the 2026-2027 Math CAASPP 90% Met or Exceeded Standard on the 2026-2027 Science (CAST) CAASPP	Test not submitted correctly. No data available.
2.4	EL reclassification rate	9% of students were reclassified on the June 2023 ELPAC.	0% students were reclassified		50% of students will show growth on the ELPAC each year with 90% of the ELL students reclassifying by the 6th grade. (2026-2027)	9% decrease
2.5	Writing by Design	0% of the students scored proficient on the writing by design assessment. This is a new metric for 2024-25.	For 2024-25, based on the Writing By Design assignments in Write an Opinion and in Personal Narrative, The students showed by their writings that 73% were meeting standard. (2024-25)		80% of the students scored proficient on the writing by design assessment.	73% increase in meeting standard

Goal Analysis [2024-25]

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

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

The Goal 2 and actions in this year of the LCAP were very effective in meeting the specific growth points towards the progress of each student in their academic, social, and behavioral results.

All students made growth commensurate with their individual levels of study.

The program for our students is very individual in many respects so as to assist students with their own improvement of standards based skills especially in reading, writing and math. Every school year is different for each student since some come to us with different needs (i.e. not having really attended school much at a previous school, emotional issues, parents who don't get their student to school every day regularly because they prioritize ranch business or the driving time more importantly than their student being in school, weather plays a considerable factor as well since many of our students live quite a way out in the mountains and past rivers that flood almost every year). Those students who were at the school for the entire year, or at least 6 months, made very good growth in their assessments. Students with learning disabilities were making growth as per their IEP goals. We encounter students who come into the school with below grade level scores or who are in Willow Grove for shorter than the entire school year and leave to go to another school or go to Mexico for several months.

Since the numbers of students at Willow Grove are small, the impact on the overall results often has multiple facets. We have been fortunate to be able to enlist the assistance of the Migrant Program in our area to help us in this endeavor.

In addition, the inclusion of the TK students for a full day program in the lower grade class has been a good addition to the school. The instructional aide time has been critical in both of the classes to help the varying levels of students in each class get the necessary assistance with their learning throughout the day.

Three students were lower than grade level and not showing commensurate growth due to having learning disabilities. In addition, two students were Spanish speaking and were not able to test in English yet on the STAR-360. The challenge for these students was maintaining their understanding of skills (in Spanish) and also developing their English so that they could begin to meet the standards in English. (They came with little to no English skills.)

Our program works and shows growth over time for our students. It is very individualized and because of all of the outside and intrinsic issues of our students, this is not a reflection of a program which doesn't work. All of our students do show growth on the assessments. If they are not at grade level it is not a reflection of poor instruction but rather a multitude of reasons brought on by a very diverse population of students.

-English Learner Progress: The slight decrease in ELPAC scores and continued low reclassification rate presents ongoing challenges in our English Learner instruction and support services implementation, though the small number of EL students means these statistics can be heavily impacted by individual student circumstances. ELD instruction and EL reclassification continues to be a challenge and will be a focus this year.

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

Goal 2, Action 1 - The budgeted amount for this action was \$53,571 and approximately \$9,400. less was actually spent. The difference was due to the staff being unable to work the fully scheduled time due mostly to medical reasons.

Goal 2, Action 5 - The budgeted amount for this action was \$5,700 and approximately \$3,800 less was spent. The difference was due to lower costs of buses used for field trips since we used parents and staff to do some of the transportation.

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

Action 2.1: Providing math and ELA intervention with our staff assists students to reach grade level or above standards. (Effective). Over 60% of the students at Willow Grove receive intervention in academics. Intervention is used for students with below level skills and students who are having a hard time increasing their skills over time. In addition, this year we had the new, to Willow Grove, addition of students who are older and only spoke Spanish. We have been using various methods to try to mitigate any learning loss in their home language as well as teach them the skills that they need in English.

Action 2.2. Conducting periodic assessments of student progress assists staff in knowing the areas of need and next steps to take in assisting student learning. (Effective). These periodic assessments are the STAR 360 assessments in math and in reading. They assist staff in keeping track of the progress being made by each student.

Action 2.3. Provide for improved attendance and year round school and increasing the days of instruction so that students do not have a lapse in their learning. (Effective) These extra days of instruction and the modified year round calendar have helped our students so that they don't have any large gaps of time without some instruction.

Action 2.4. Strengthen vocabulary skills for all students. (Effective). Students benefit from extra activities such as field trips and visiting learning opportunities to assist with their language development.

Action 2.5 Out students attended 5 planned field trips aligned with CA State Standards.

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

There will be no changes to the Actions supporting Goal 2 as each of these actions was successfully implemented and helped us reach our Goal in all areas of student achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide ELA/Math intervention	Staff (1 - Instructional Aide and 1 - Intervention Teacher) will provide one-on-one or small group intervention focused on Reading, Writing, Language and Math for identified students to reach grade level standards. In addition students with SPED goals will meet their goals in ELA/math. All students will show growth.	\$53,571.00	Yes
2.2	Conduct periodic assessment of student progress.	Approximately every 8 -12 weeks, the staff will use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction so as to maintain formal reviews of student progress, using all data collected through programs or assessment.	\$2,334.00	Yes
2.3	Provide extended year round school program	Instructional days increase from 180 to 187 days to assist with the needs of the unduplicated students in vocabulary, math, and reading/writing .	\$13,328.00	Yes
2.4	Strengthen vocabulary skills	The staff will use academic vocabulary, student frames for questions, and writing strategies that support access for all with a specific focus on unduplicated students. Continue to support the school library with books and materials.	\$1,350.00	Yes
2.5	Field Trips	The planning and execution of 5-6 field trips for each class to build language, writing, science, and information processing for all students. However, this is done with an emphasis on the unduplicated students.	\$4,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community. This support needs to expand to more information to help families. The ELOP program has helped helped improve school attendance from 87% in the 23-24 school year and now at 94%.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of parental participation, student surveys and observations, as well as periodic check-ins with staff have identified a need to provide support to all aspects of our school community (i.e. students, parents, staff) to support the social-emotional well-being of all individuals. The school will use behavioral data and survey data of students as well as survey data from parents and staff collected as part of a wellness check to monitor social emotional well-being of our school community.

The attendance for several students has been adversely affected by the inclement weather and some families cannot drive down the mountainous dirt roads or cross the river during rain storms. In addition, some families leave for Mexico for visitation with relatives or during the non-work periods. Further, parents want students to be at home for some of the activities on their ranches (branding etc.). All of these circumstances cause a lapse in learning and the overall student growth academically.

The LEA will continue to build SEL competencies for staff, students and community and will work to deepen partnerships within the school community to better the student attendance rates.

By having staff that will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents, as well as school partnerships with community-based mental health providers for support to students and related parental issues, as well as the school administrator overseeing school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, review systems and procedures for student encouragement. Searching opportunities for parents to connect with the school programs of instruction, student culture and character building programs. Coaching and planning with teachers, and connecting with county personnel for regular ed support and sped support, and finally staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings, professional development sessions regarding school support systems for their teaching (including support from the county sped personnel) to continue to build a positive school climate, these actions will help us reach our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Different surveys for students, parents and for staff will be reviewed for use with this goal to determine social/emotional well-being and possible needs of each group within our school community, including students and parents feeling safe and connected at school. (Local Survey)	In May of 2024, 97% of students feel safe and connected at school. 97% of parents feel their students are safe and connected at school as per School Survey and recording of instances.	In May of 2025, 87% of students feel safe and connected at school as per conversations with students in groups and individually. Parents (96%) still do feel that their children are safe at school. The climate of uncertainty around undocumented people is concerning to families.		The desired outcome is 100% of students feel safe and connected at school. 100% of parents feel their students are safe and connected at school. (2026-2027)	There was a decrease of 10% in students reporting they feel safe and connected. There is a 1% decrease in parents reporting they feel their students are safe at school.
3.2	Chronic absenteeism and attendance rate for students XXXXXXXX (Aeries/Dataquest)	The attendance rate was 79.35% and 62% for chronic absenteeism. (2023-24)	The attendance rate was 92% and the chronic absenteeism rate was 47.7% for 2024-25.		Chronic absenteeism will be 4% and attendance rate will be 95% or above for the year. (2026-27)	The attendance rate increased by 16.65%. The chronic absenteeism rate decreased 14.3%
3.3	Parent participation in school meetings, Family Nights, and other school activities. (Local Data) Sign in sheets	Observations showed that our parents participated nearly 100% reflected by sign-in sheets. (2023-24)	Observations showed that our families participated nearly 100% reflected by sign-in sheets. (2024-25)		100% participation by parents as shown on sign-in sheets. (2026-27)	Parent participation was maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Suspension rate 0% (Aeries/Dataquest)	Suspension rate 0% (2023-24)	Suspension rate 0% (2024-25)		Suspension rate 0% each year. (2026-27)	0% suspension rate was maintained
3.5	Expulsion Rate 0% (Aeries/Dataquest)	Expulsion Rate 0% (2023-24)	Expulsion Rate 0% (2024-25)		Expulsion rate 0% each year. (2026-27)	[0% Expulsion rate was maintained.
3.6	Drop out rate for Middle School. (Aeries/Dataquest)	Dropout rate for Middle School is 0%. (2023-24)	Dropout rate for Middle School is 0%. (2024-25)		Middle School Drop out rate 0% each year. (2026-27)	Middle School drop out rate was maintained at 0%

Goal Analysis [2024-25]

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

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

There was no substantive difference in the planned actions and the actual implementation of the actions. The goals and actions in the LCAP were effective and there were no instances where any of the goals and actions were not implemented. Attendance rate issues were addressed with students' parents resulting in improvement. On campus student safety and well-being is being addressed through multiple strategies and programs.

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

Action 3.1 planned expenditure was \$500, spent \$147. Overestimated expenses but found more cost effective materials.
Action 3.2 planned expenditure was \$3500, spent \$0 because there was no charge for services.

Action 3.3 planned expenditure was \$35,137 spent \$43,588 due to administrative transition support.

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

Action 3.1 The integration of student support and daily interaction was effective in helping to increase better attendance for students with poor attendance rates.
 Action 3.2 The introduction of community based mental health providers and the classroom presentations and activities they provided was effective in creating a more inclusive environment for students leading to fewer student conflicts
 Action 3.3 Principal/Superintendent presence at Parent/Teacher conferences was an effective strategy to assess parent/student needs along with all other programs planned by the site administrations, including but not limited to, daily student/parent interactions.
 Action 3.4 Staff meetings, including certificated and classified employees, have led to an effective way to create a cohesive healthy environment for employees as well as for student trust and learning.

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

The only action that has been modified is the funding in Action 3.2 due to Willow Grove School using mental health providers offer by San Benito County Office of Education. The remaining actions need no further modifications.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide staff with SEL topics of learning	Staff will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents.	\$500.00	No
3.2	Community Partnerships	The school will partner with community-based mental health providers for support to students and related parental issues.	\$0.00	No
3.3	Provide administrative	The school administrator will oversee school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school	\$38,676.00	No

Action #	Title	Description	Total Funds	Contributing
	support for school community	programs and staff/student wellness, review systems and procedures for student encouragement. Searching opportunities for parents to connect with the school programs of instruction, student culture and character building programs. Coaching and planning with teachers, and connecting with county personnel for regular ed support and sped support.		
3.4	Staff Community Building	Staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings, professional development sessions regarding school support systems for their teaching (including support from the county SPED personnel) to continue to build a positive school climate.	\$600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school, sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024 Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).</p> <p>Support will be provided to increase individual student achievement for, specifically, programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. It is also to be used to encourage better attendance rates at the school site. In addition to our unduplicated students, the Equity Multiplier Funds will also address the attendance rate for our student population. This will be addressed through individual parent meetings and education, contracts with parents whose students have been absent more than 4 days, and to have a school wide incentive program to encourage perfect attendance. For the 25-26 school year we are utilizing carryover funds. The District is no longer eligible to receive funds for this school year.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Some unduplicated students have a very difficult time in the regular class with understanding the manner in which they must proceed during certain academic learning times. They require so much direction and assistance, due in part for some students by the language barrier and/or academic abilities, that they have great difficulty in completing assignments, or even clearly understanding the assignments. More access to instructional assistance would help the students to excel at a much quicker rate of learning. We developed a goal because we were eligible for Equity Multiplier Funds. At a Board of Trustees meeting low test scores were discuss and the Board expressed a desire to hire additional staff to improve student achievement using this fund.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Renaissance scores for Reading and Math in English (Star 360)	53% of students were at grade level (2023-24)	82% of students taking the Renaissance reading test scored at grade level or higher 59% of students taking the Renaissance math test scored at grade level or higher.		90% of students were at grade level (2026-27)	Renaissance Reading scores increased by 29%. Renaissance Math scores increased by 6%
4.2	Finish assignments in a timely manner. (Local Data)	Assignments 46% completed. (2023-24)	Assignments 89% completed. (2024-25)		Assignments which are review, will be completed at 90% with 80% accuracy. (2026-27)	43% increase
4.3	Complete assignments with understanding of the new or reviewing information. (Local Data)	Little understanding of concepts and unable to complete assignments on own. 12% accuracy. (2023-24)	Understanding of concepts and able to complete assignments on own 80% of the time for assignments that are review. (2024-25)		Understanding of concepts and able to complete assignments on own 80% of the time for assignments that are review. (2026-27)	68% increase

Goal Analysis [2024-25]

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

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

There was no substantive difference in the planned actions and the actual implementation of the actions once staff was hired. The goals and actions in the LCAP were effective and there were no instances where any of the goals and actions were not implemented. While student performance in the Renaissance test scores improve. We did not see any correlation between those scores and CA standardized test scores.

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

Action 4.2 has a planned expenditure of \$500, spent \$0 because no additional materials were needed.

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

This process of having an adult be able to help the students understand the process directed by the teacher was a significant help to the success of these students. The students completed 80% of the work assigned and had the completed work show at least 85% correct. Then given an assessment on the subject matter, the students showed improved retention of the material taught at 70% accuracy after clearly understood directions are given. In addition to our unduplicated students, the Equity Multiplier Funds were also to address the attendance rate for several of our student population. These issues were addressed thoroughly through parent meetings and discussion with the students. One student in particular made a very positive switch in their attendance, bringing the days attended to almost 97% after the discussions and working with the student. Completion of classroom work, reading assignments and ability to stay on task with positive behavior increased by 88% for all target students.

Action 4.1 and 4.2 was partially effective based on the metrics data above.

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

There will be no changes to the Actions supporting Goal 4 as each of these actions were successfully part of the implementation and did help us reach our Goal in all areas of student progress in this Goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional classroom support for unduplicated students.	Bilingual aide or an adult who can adequately communicate with the students speaking only Spanish, to work with students in the regular class along with the teacher and explaining to the student the information regarding the assignment and the manner in which they need to proceed with an assignment. (If necessary, in the student's native language.) The aide also able to assist students after school to continue this assistance.	\$35,507.00	No
4.2	Additional learning support for unduplicated students.	Materials and/or programs designed to assist in learning for students with differing needs from the regular class of students. These programs can be used after school or before school and may address learning style, language differentiation, or skill level.	\$500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$20,052	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.537%	0.000%	\$0.00	6.537%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Provide ELA/Math intervention</p> <p>Need: Of our unduplicated population, 40% scored below grade level in math and 30% below in Language Arts. In both cases, the total amount of students showing the "below grade level scoring" were all from the unduplicated population of students.</p>	As described earlier, most all of our students lack many of the experiences which build knowledge and vocabulary. When students are doing assignments in class, they do a better job and learn more when an adult is working with them than working alone. Much of what they learn with an aide or intervention teacher stays with them for future use on assignments or assessments. Since our LEA is one school thus, it is on an LEA wide basis.	Metric 2.1 will monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Conduct periodic assessment of student progress.</p> <p>Need: Since many of our students score lower on their growth in ELA and Math, it is helpful to assess these skills periodically so as to see the growth or lack thereof and to ascertain the next steps towards improvement of skills not mastered.</p> <p>Scope: LEA-wide</p>	<p>To get a score of student achievement periodically over the school year, will allow the teachers to judge the growth of student learning. This then tells the teacher the areas which are learned as opposed to areas which still are not a solid part of the student's knowledge. This would be done using a tool (adjusted by grade level) for all students and one that is geared to show scores through assessments commensurate with the state assessments. This can also be beneficial in that it gives the students more opportunities to do assessments similar to the state ones. Our LEA is one school and thus, it is on an LEA wide basis.</p>	<p>Metric 2.1 will monitor the effectiveness of this action.</p>
<p>2.3</p>	<p>Action: Provide extended year round school program</p> <p>Need: Our students have a difficult time retaining information over a long summer break of 8-9 weeks. If the students don't keep up with reading or math skills over the summer break, then there is considerable time spent at the beginning of school to try to reteach the critical information. This then cuts down on the time for instruction of new grade level material.</p> <p>Scope:</p>	<p>Willow Grove have been using a longer school year and starting earlier in the summer to shorten the length between school sessions. This has seemed to work well and we have seen much less student learning loss over the summer. Our LEA is one school and thus, it is on an LEA wide basis.</p>	<p>Metric 2.1 will monitor the effectiveness of this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	<p>Action: Strengthen vocabulary skills</p> <p>Need: Students have shown through assessment and teacher/staff observation, that their vocabulary usage and knowledge is very limited. Scores in writing and language arts assessments as well as staff observation, show a lower score and/or knowledge level from most students than expected at their age level.</p> <p>Scope: LEA-wide</p>	<p>The needs within our unduplicated students also apply to all students in terms of excellent teaching. Since all of the students at this site are living in a rural area, many do not have the richer vocabulary as students from an area with greater access to extra curricular, cultural, or even many usual occurrences as the students who live in the rural setting (i.e. many of our students have never ridden a bus until we did a field trip, or had gone to the beach- even though it is only approximately 45 min away.). These activities and others provide so much more language for students to be able to learn and use in their writings and understanding of texts which they may read, as well as discussion topics in the classroom. In addition, the teaching strategies used to teach vocabulary are varied and it takes skill and increased knowledge to make sure each student learns the words and phrases adequately. Our LEA is one school and thus, it is on an LEA wide basis.</p>	<p>Metric 2.5 will be used to monitor the effectiveness of this action.</p>
2.5	<p>Action: Field Trips</p> <p>Need: Increased vocabulary from "real world" experiences. Students score lower on the language arts assessments due to lack of knowledge of a wider vocabulary.</p> <p>Scope: LEA-wide</p>	<p>The planning and execution of 5-6 field trips for each class to build language, writing, science, and information processing for all students. However, this is done with an emphasis on the unduplicated students.</p>	<p>Metrics 1.3 and 1.5 will be used to monitor the effectiveness of this action.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$306,762	\$20,052	6.537%	0.000%	6.537%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$321,019.00	\$46,128.00	\$0.00	\$26,208.00	\$393,355.00	\$345,607.00	\$47,748.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruit and maintain highly qualified teachers	All	No			All Schools	Ongoing	\$217,853.00	\$0.00	\$195,125.00			\$22,728.00	\$217,853.00	
1	1.2	Well maintained facilities	All	No			All Schools	Ongoing	\$0.00	\$22,100.00	\$18,620.00			\$3,480.00	\$22,100.00	
1	1.3	Provide a broad course of study aligned to the standards	All	No			All Schools	Ongoing	\$0.00	\$1,636.00		\$1,636.00			\$1,636.00	
1	1.4	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	All	No			All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.1	Provide ELA/Math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$53,571.00	\$0.00	\$53,571.00				\$53,571.00	
2	2.2	Conduct periodic assessment of student progress.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,334.00	\$2,334.00				\$2,334.00	
2	2.3	Provide extended year round school program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$13,328.00	\$13,328.00				\$13,328.00	
2	2.4	Strengthen vocabulary skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,350.00	\$1,100.00	\$250.00			\$1,350.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$4,900.00	\$4,900.00				\$4,900.00	
3	3.1	Provide staff with SEL topics of learning	All	No			All Schools	Ongoing	\$0.00	\$500.00		\$500.00			\$500.00	
3	3.2	Community Partnerships	All	No			All Schools	Ongoing	\$0.00	\$0.00		\$0.00			\$0.00	
3	3.3	Provide administrative support for school community	All	No			All Schools	Ongoing	\$38,676.00	\$0.00	\$30,941.00	\$7,735.00			\$38,676.00	
3	3.4	Staff Community Building	All	No			All Schools	Ongoing	\$0.00	\$600.00	\$600.00				\$600.00	
4	4.1	Additional classroom support for unduplicated students.	All	No			All Schools	Year 2 of 2	\$35,507.00	\$0.00		\$35,507.00			\$35,507.00	
4	4.2	Additional learning support for unduplicated students.	All	No			All Schools	Year 2 of 2	\$0.00	\$500.00		\$500.00			\$500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$306,762	\$20,052	6.537%	0.000%	6.537%	\$75,233.00	0.000%	24.525 %	Total:	\$75,233.00
								LEA-wide Total:	\$75,233.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Provide ELA/Math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,571.00	
2	2.2	Conduct periodic assessment of student progress.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,334.00	
2	2.3	Provide extended year round school program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,328.00	
2	2.4	Strengthen vocabulary skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100.00	
2	2.5	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,900.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$361,776.00	\$374,239.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit and maintain highly qualified teachers	No	\$223,673.00	\$231,529.00
1	1.2	Well maintained facilities J.Munoz \$4,545 P.Bonilla \$16,750 A&R Prehung Doors \$3,194 Johnson Pump \$4,185	No	\$10,000.00	\$28,674.00
1	1.3	Provide a broad course of study aligned to the standards	No	\$5,000.00	\$1,831.00
1	1.4	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	No	\$500.00	\$0.00
2	2.1	Provide ELA/Math intervention	Yes	\$44,731.00	\$35,321.03
2	2.2	Conduct periodic assessment of student progress. STAR360, STMath, IXL	Yes	\$2,035.00	\$2,157.45
2	2.3	Provide expanded year round school program	Yes	\$12,000.00	\$12,511.00
2	2.4	Strengthen vocabulary skills	Yes	\$1,500.00	\$2,311.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Field Trips/Yearbook	Yes	\$5,700.00	\$2,462.99
3	3.1	Provide staff and students with SEL topics of learning	No	\$500.00	\$147.25
3	3.2	Community Partnerships	No	\$3,500.00	\$0.00
3	3.3	Provide administrative support for school community	No	\$35,137.00	\$43,588.00
3	3.4	Staff Community Building	No	\$600.00	\$693.00
4	4.1	Additional classroom support for unduplicated students.	No	\$16,400.00	\$13,014.00
4	4.2	Additional learning support for unduplicated students.	No	\$500.00	\$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$34,151	\$65,966.00	\$53,285.44	\$12,680.56	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Provide ELA/Math intervention	Yes	\$44,731.00	\$35,321.03		
2	2.2	Conduct periodic assessment of student progress. STAR360, STMath, IXL	Yes	\$2,035.00	\$2,157.45		
2	2.3	Provide expanded year round school program	Yes	\$12,000.00	\$12,511.00		
2	2.4	Strengthen vocabulary skills	Yes	\$1,500.00	\$832.97		
2	2.5	Field Trips/Yearbook	Yes	\$5,700.00	\$2,462.99		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$300,372	\$34,151	0.00%	11.370%	\$53,285.44	0.000%	17.740%	\$0.00	0.000%