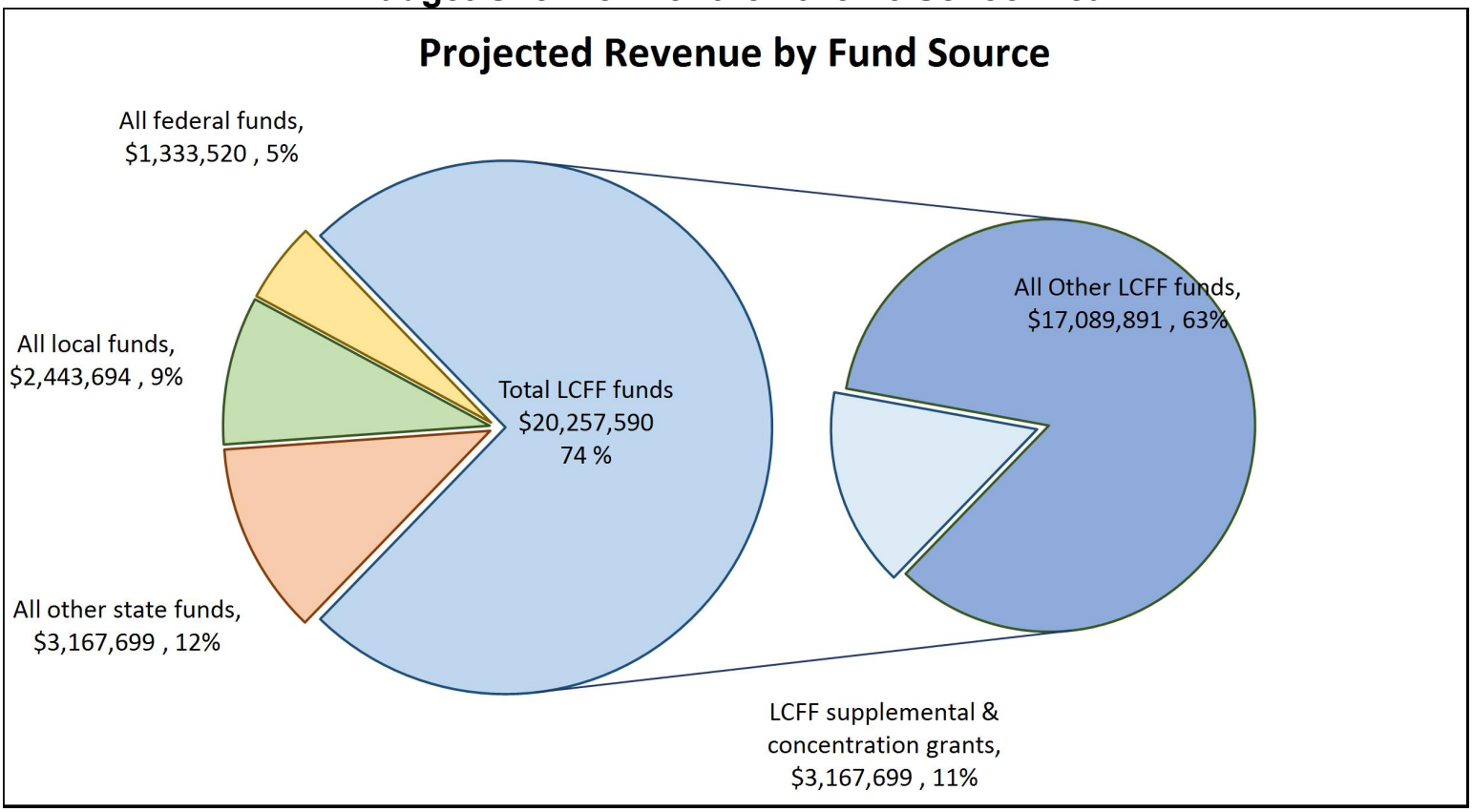
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willits Unified School District
CDS Code: 23 65623 0000000
School Year: 2025-26
LEA contact information:
John Baker
Superintendent
johnbaker@willitsunified.com
7074595314

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

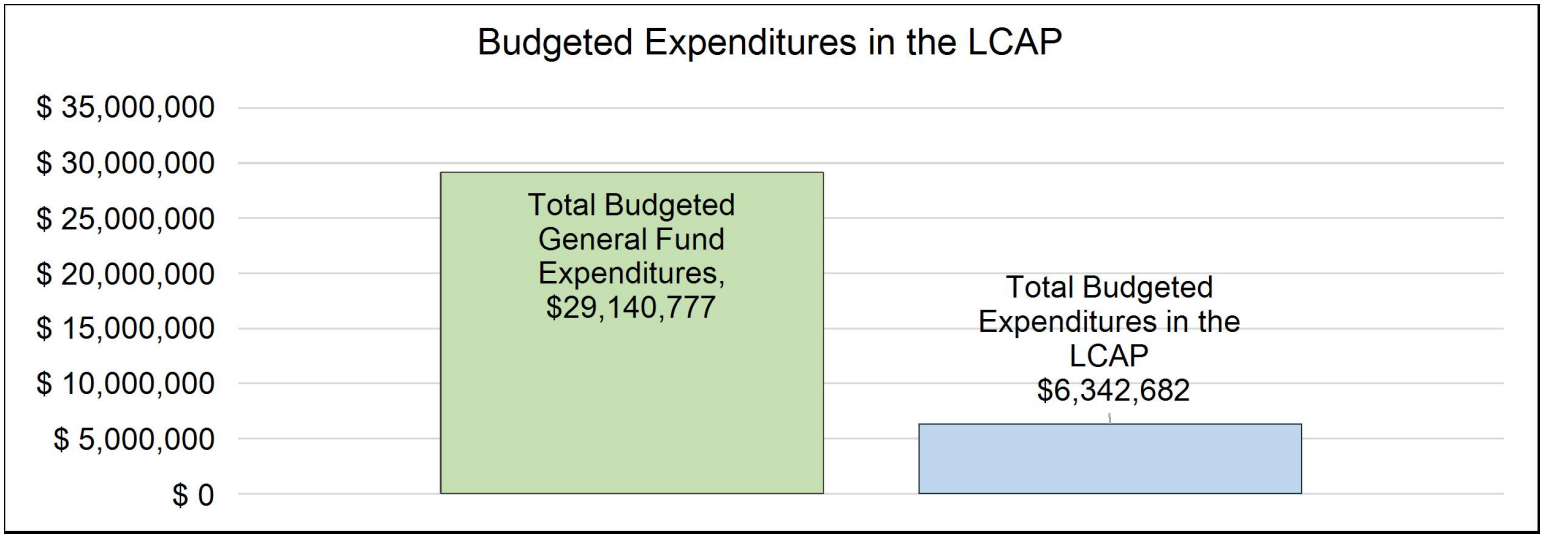



This chart shows the total general purpose revenue Willits Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willits Unified School District is $27,202,503, of which $20257590 is Local Control Funding Formula (LCFF), $3167699 is other state funds, $2443694 is local funds, and $1333520 is federal funds.  Of the $20257590 in LCFF Funds, $3167699 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 Willits Unified 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: Willits Unified School District plans to spend $29140777 for the 2025-26 school year. Of that amount, $6342682.03 is tied to actions/services in the LCAP and $22,798,094.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Maintenance of staffing levels, art and music programs through Prop 28, operating expenditures such as utilities and insurance as well as Special Education services and costs.

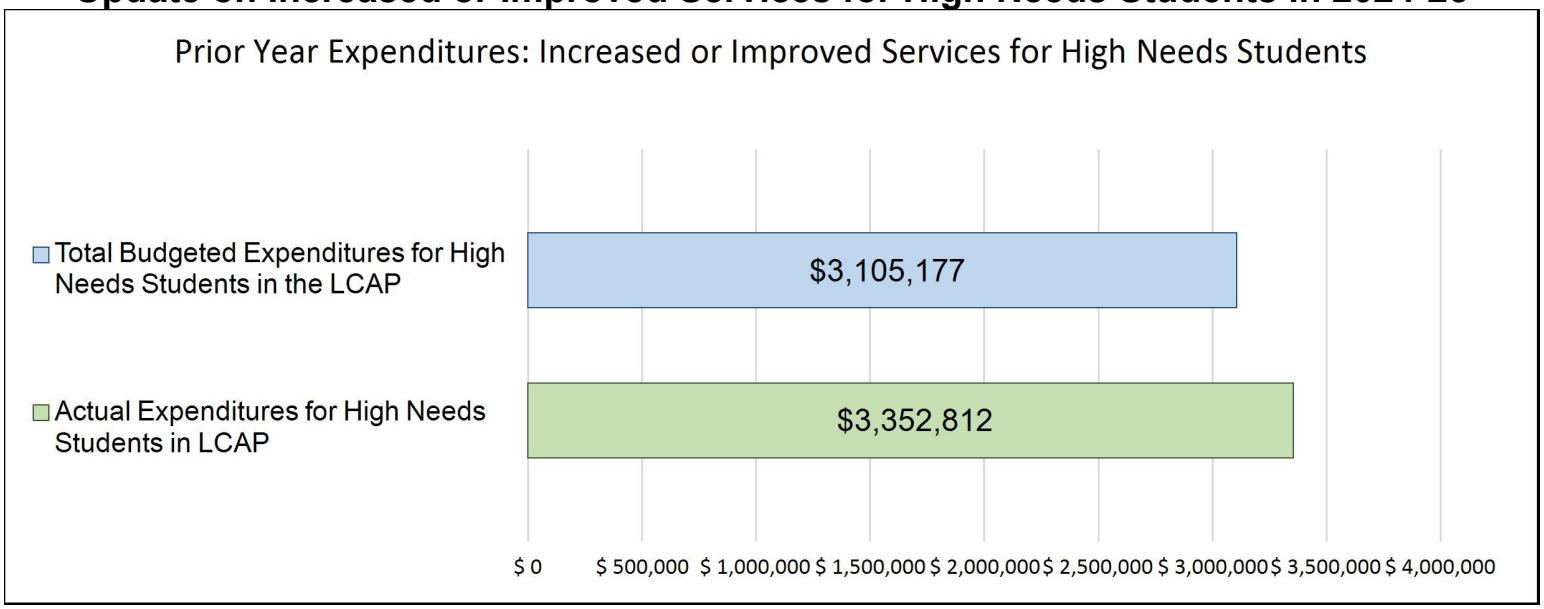
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Willits Unified School District is projecting it will receive $3167699 based on the enrollment of foster youth, English learner, and low-income students. Willits Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Willits Unified School District plans to spend $3167699.03 towards meeting this requirement, as described in the LCAP.

The LEA is maintaining mental health supports utilizing mental health and medi-cal funds as well as training and supports for our foster and homeless population. The district is continuing to strengthen it's EL program with dedicated staffing and programs to help students meet their language goals.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25




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

The text description of the above chart is as follows: In 2024-25, Willits Unified School District's LCAP budgeted $3105177 for planned actions to increase or improve services for high needs students. Willits Unified School District actually spent $3352812 for actions to increase or improve services for high needs students in 2024-25.

# 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 |
|---|---|---|
| Willits Unified School District | John Baker<br>Superintendent | JohnBaker@willitsunified.com<br>7074595314 |

# 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.

The Willits Unified School District, located in Mendocino County, serves 1511 students in grades TK-12 from the City of Willits and the surrounding areas. The district is committed to small campus environments. There are four traditional schools: Brookside Elementary School (TK-2), Blosser Lane Elementary School (3-5), Baechtel Grove Middle School (6-8) and Willits High School (9-12). In addition, district school of choice and alternative programs, respectively, include Sherwood Elementary (K-5), and Sanhedrin Alternative High School (9-12).
Willits Unified School District (WUSD)

The Willits Unified School District (WUSD) is committed to providing high-quality education to all students in a supportive and inclusive environment. Located in the heart of Mendocino County, California, WUSD serves the educational needs of the Willits community and surrounding areas. The district is known for its close-knit community, dedicated staff, and a strong focus on academic excellence and student well-being.

Schools in WUSD

Sherwood School ( K-5) is a unique and integral part of the Willits Unified School District (WUSD), serving students from kindergarten through eighth grade. Located in the scenic rural area of Willits, Sherwood School provides a close-knit, community-oriented educational environment. The school is dedicated to fostering academic excellence, social-emotional growth, and a strong sense of community among its students.Sherwood School offers a comprehensive curriculum designed to meet the diverse needs of its students. The school focuses on foundational skills in the early grades and progressively builds on this foundation to prepare students for high school and beyond.

Blosser Lane Elementary School
Grades: 3-5
Description: Blosser Lane Elementary focuses on creating a nurturing environment where students can develop foundational skills in reading, writing, and mathematics. The school offers various programs to support student learning, including special education services and enrichment activities.

Brookside Elementary School
Grades: TK-2
Description: Brookside Elementary provides a welcoming and safe environment for the district's youngest learners. The school emphasizes early literacy, numeracy, and social-emotional development, ensuring students build a strong foundation for future academic success.

Baechtel Grove Middle School
Grades: 6-8
Description: Baechtel Grove Middle School offers a dynamic and engaging curriculum that caters to the diverse needs of middle school students. The school focuses on academic growth, critical thinking, and the development of social skills, preparing students for the transition to high school.

Willits High School
Grades: 9-12
Description: Willits High School provides a comprehensive education with a variety of academic and extracurricular programs. The school offers Advanced Placement (AP) courses, Career and Technical Education (CTE) pathways, and dual enrollment opportunities with local community colleges. The high school is dedicated to preparing students for college and career success, fostering a culture of achievement and lifelong learning.
Sanhedrin High School

Grades: 9-12 (Alternative Education High School)
Description: Sanhedrin High School serves students who benefit from a smaller, more personalized learning environment. The school focuses on providing a supportive setting where students can earn their high school diploma, offering individualized instruction and flexible scheduling to meet diverse learning needs.

District Initiatives and Programs:

Academic Support: WUSD employs reading specialists, academic coaches, and utilizes updated curricula to support student learning across all grade levels.
WUSD is committed to providing English Learner (EL) education with fidelity, meaning that they are implementing EL programs with consistency and integrity. Ensuring fidelity in EL education involves adhering closely to evidence-based instructional practices, providing appropriate support services for English learners, and regularly monitoring student progress to make data-driven decisions.

By offering EL education with fidelity, WUSD demonstrates a commitment to supporting the academic success and language development of English learners. This approach helps to create an inclusive learning environment where all students have the opportunity to thrive, regardless of their language background.
Professional Development: Ongoing professional development opportunities are provided for teachers and administrators to enhance instructional practices and student outcomes.
Community Engagement: The district values strong community ties and encourages parent involvement through various school activities, advisory committees, and volunteer opportunities. Bilingual parent liaisons are employed to support Spanish-speaking families.

Student Wellness: WUSD is dedicated to the overall well-being of its students, offering social-emotional learning programs, mental health services, and a safe school environment.
College and Career Readiness: The district offers a wide range of CTE programs, AP courses, and dual enrollment opportunities, ensuring students are well-prepared for their post-secondary endeavors.
Vision and Commitment

WUSD is committed to fostering a collaborative, inclusive, and academically challenging environment for all students. By addressing the diverse educational needs of the community and utilizing data-driven decision-making, the district aims to provide a comprehensive education that prepares students for success in college, careers, and life.

# Reflections: Annual Performance

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

The community of Willits is known as the “Gateway to the Redwoods”, and earlier industries included logging and industrial metal works. Currently, the area is predominantly agricultural, with the largest employers in the area being the service industries serving the population (hospital and schools)The Willits Unified School District is committed to continuous improvement and regularly reflects on its annual performance via data monitoring and multiple professional discussion's with strategic layered meetings to ensure that the educational needs of all students are met. WUSD evaluates various performance indicators, including academic achievement, attendance rates, and program effectiveness, to identify strengths and areas for growth.

Key aspects of the educational environment in Willits include:

Local Schools: Willits has several schools, including Willits High School, BGMS Middle School, Brookside, Sherwood and Blosser Elementary, and San Hedrin an alternative school of choice servicing 9-12.  These schools often focus on providing a supportive learning environment and offer a variety of extracurricular activities.

Community Involvement: Given the size of the town, there's a strong sense of community involvement in schools. Parents and local organizations are actively engaged in supporting educational initiatives and events.

Rural Setting: The rural setting influences the educational experience, offering unique opportunities for hands-on learning related to agriculture, environmental science, and outdoor activities.

Challenges and Opportunities: WUSD, like many small rural communities', face challenges such as:  limited resources, fewer specialized programs compared to larger districts. However, WUSD benefits from personalized attention and a close-knit community.

Special Programs: All of our schools have special programs or partnerships with local organizations to enhance the educational experience, such as outdoor education programs, local arts initiatives, CTE level course, and dual enrolment with Mendocino College.

----Strengths:

Collaboration and Inclusivity:

WUSD excels in fostering a collaborative and inclusive environment. By actively involving staff, students, parents, and education partners in surveys and decision-making processes, the district ensures that diverse perspectives are considered, leading to well-rounded and informed decisions.
Targeted Student Interventions:

The district’s proactive identification of students needing intervention is a significant strength. Utilizing reading specialists, general education support, and special education resources, WUSD effectively addresses learning challenges and supports student success.

Strategic Vision and Goals:

WUSD’s establishment of three overarching goals demonstrates a comprehensive and strategic vision. These goals cover various educational aspects, from reinstating normalcy post-pandemic to ensuring a secure learning environment. This strategic approach highlights the district’s dedication to meeting diverse educational needs.

Financial Responsibility:

The district’s plan to utilize diverse funding sources, including federal and state funds, underscores its financial responsibility. By optimizing resources, WUSD is committed to enhancing educational opportunities and supporting student achievement.

Data-Driven Decision-Making:

WUSD’s recognition of performance data, such as chronic absenteeism and graduation rates, underscores its dedication to data-driven decision-making. This approach facilitates targeted and evidence-based interventions, ensuring that efforts are focused on areas needing improvement.

----Weaknesses:

Chronic Absenteeism:
Despite progress, chronic absenteeism remains higher than pre-pandemic levels, indicating an ongoing challenge. Addressing this issue requires further targeted approaches and innovative strategies to improve attendance rates.

Learning Loss:
While learning loss is acknowledged, the district is integrating and implementing concrete strategies to mitigate its impact. There is a need for detailed plans and interventions to address this significant issue effectively.
Implementation Plans for Strategic Goals:

As of now partial integrated implementation plans for the district's strategic goals represents a weakness. Greater clarity on action plans and timelines is necessary to ensure the feasibility and effectiveness of these endeavors.

Performance Disparities:
Acknowledging performance disparities among student groups is crucial, but specific strategies to rectify these gaps are being developed. Detailed plans and targeted interventions are being implemented to improve equity and effectiveness in addressing these disparities.

External Partnerships:
While external partnerships with feeder schools and higher education institutions are noted, the lack of specifics on how these collaborations will benefit students indicates a need for improvement. Enhanced engagement strategies and clear plans for leveraging these partnerships can provide more substantial benefits for students.

----Areas for Improvement:

Concrete Strategies for Learning Loss:
Developing and implementing concrete strategies to address learning loss is essential. This includes targeted interventions, additional instructional support, and after-school programs to help students catch up.
Enhanced Attendance Initiatives:

Innovative initiatives to improve attendance rates should be prioritized. This could involve family engagement programs, attendance incentives, and support services to address barriers to regular attendance.
Detailed Implementation Plans:

Creating detailed implementation plans for strategic goals will provide clarity and direction. These plans should include specific actions, timelines, and measurable outcomes to track progress and ensure accountability.
Targeted Equity Interventions:

Addressing performance disparities requires targeted equity interventions. This includes culturally responsive teaching practices, support for underserved student groups, and professional development for staff on equity issues.

Strengthening External Partnerships:
Enhancing external partnerships with clear objectives and collaborative efforts will benefit students. This involves defining how partnerships with feeder schools and higher education institutions will enhance educational opportunities and support student transitions.

Willits Unified School District is dedicated to continuous improvement and addressing both its strengths and weaknesses. By focusing on data-driven decision-making, strategic planning, and community engagement, WUSD aims to provide high-quality education and support for all students. Through ongoing reflection and targeted interventions, the district is committed to fostering academic excellence and equity for every student.

-----CA Dashboard 2024 Analysis:
Willits Unified School District is dedicated to continuous improvement, regularly reflecting on its annual performance to ensure that the educational needs of all students are met. The district evaluates various performance indicators, including academic achievement, attendance rates, and program effectiveness, to identify strengths and areas for growth.
Academic Progress:

English Language Arts (ELA) scores increased by 19 points, and Math scores increased by 11 points. While both subjects remain below standard (71 points and 101 points, respectively), the improvement demonstrates progress in academic achievement.
English Learner (EL) Progress:

EL progress increased by 8%, reflecting the district's effective support for English learners and commitment to enhancing their language proficiency.
Chronic Absenteeism:

Chronic absenteeism declined by 7%, indicating successful efforts to improve student attendance and engagement.
Graduation Rate:

The graduation rate increased by 113%, now standing at 85%. This significant improvement showcases the district's dedication to ensuring students complete their high school education.
Local Indicators:

The district met all local indicators, demonstrating compliance with key performance and accountability measures.

Academic Standards:
Despite improvements, ELA scores are still 71 points below the standard, and Math scores are 101 points below the standard. Continued efforts are needed to raise academic performance to meet state standards.

College and Career Readiness:
The percentage of students deemed college and career ready is low at 23%. This indicates a need for more robust programs and support to prepare students for post-secondary success.

Suspension Rate:
The suspension rate increased by 2.2%, suggesting a need to review and enhance behavioral support and intervention strategies to create a positive and inclusive school climate.
Learning Loss:

Although the district recognizes learning loss, there is a lack of concrete strategies to mitigate its impact. Detailed plans and interventions are necessary to address this significant issue effectively.
Performance Disparities:

Acknowledging performance disparities among student groups is crucial, but specific strategies to rectify these gaps are lacking. Detailed plans and targeted interventions are needed to improve equity and effectiveness in addressing these disparities.
Areas for Improvement:

Proposed intervention Strategies for Learning Loss:
Developing and implementing concrete strategies to address learning loss is essential. This includes targeted interventions, additional instructional support, and after-school programs to help students catch up.

Enhanced Attendance Initiatives:
Innovative initiatives to improve attendance rates should be prioritized. This could involve family engagement programs, attendance incentives, and support services to address barriers to regular attendance.
Detailed Implementation Plans:

Creating detailed implementation plans for strategic goals will provide clarity and direction. These plans should include specific actions, timelines, and measurable outcomes to track progress and ensure accountability.
Targeted Equity Interventions:

Addressing performance disparities requires targeted equity interventions. This includes culturally responsive teaching practices, support for underserved student groups, and professional development for staff on equity issues.

----Strengthening College and Career Readiness:
Enhancing college and career readiness programs is essential to increase the percentage of students prepared for post-secondary success. This involves expanding Career and Technical Education (CTE) programs, offering more Advanced Placement (AP) courses, and improving guidance services for college and career planning.

----Behavioral Support and Interventions:
To address the increase in suspension rates, the district should review and enhance behavioral support and intervention strategies. Implementing positive behavior interventions and supports (PBIS) and restorative justice practices can help create a positive and inclusive school climate.

---A major of WUSD goal continues to be to provide educational experience that encompasses:

Career and Technical Education (CTE):
WUSD is dedicated to providing students with robust Career and Technical Education (CTE) programs. These programs are designed to equip students with the skills and knowledge necessary to succeed in various career paths. We offer a wide range of CTE courses that align with industry standards and provide practical, hands-on experiences. Our goal is to ensure that students are well-prepared for the workforce or further education in their chosen fields.

College and Career Readiness:
Preparing students for college and career success is a top priority. WUSD offers comprehensive support for students pursuing higher education and career pathways. This includes access to Advanced Placement (AP) courses, dual enrollment opportunities with local community colleges, and guidance on the A-G college preparation requirements. Our commitment is to provide every student with the tools and resources needed to achieve their post-secondary goals.

Absenteeism:
We recognize the critical impact of chronic absenteeism on student achievement and are implementing targeted strategies to reduce absentee rates. Our approach includes early identification of at-risk students, increased communication with families, and support services to address underlying issues contributing to absenteeism. Our goal is to create a supportive environment that encourages regular attendance and engagement in learning.

English Literacy Rates:
Improving English literacy rates is essential for student success across all subject areas. WUSD employs reading specialists and academic coaches to support students in developing strong literacy skills. We have updated our reading curriculum and provide ongoing professional development for teachers to implement effective literacy instruction. Our aim is to ensure that all students read at or above grade level by third grade and continue to develop their literacy skills throughout their education.

Math Rates:
Enhancing math proficiency is a key focus area. WUSD uses a variety of instructional strategies and resources to support student learning in mathematics. This includes differentiated instruction, math intervention programs, and continuous professional development for teachers. We strive to improve math rates by ensuring students have a solid foundation in math concepts and problem-solving skills.

Overall Vision:
WUSD is committed to fostering an inclusive, supportive, and academically challenging environment for all students. By addressing these key areas, we aim to provide a comprehensive education that prepares students for success in college, careers, and life. We will continue to use data-driven decision-making to monitor progress and adjust our strategies to meet the evolving needs of our students.

Student demographics are as follows:
White 28.5%, Hispanic or Latino 32.6%, American Indian 4.2%, Socioeconomically disadvantaged 64.7%, English Learners 11.7% and Students with disabilities 16.6%, Homeless 2.3%, Foster 1.2%, African American .5%, Asian .6%, 2 or more races 3.6%

Willits High School: Suspension rates, ELA performance, and Math performance were identified for White (14%) and the special education population (6.6%).

Sherwood School
Students with two or more races and socioeconomically disadvantaged  were identified for their suspension rates.

Baechtel Grove Middle School
Students with disabilities, socio-economically disadvantaged, and white students were identified for their suspension rates. Students with two or more races and students with disabilities were the subgroups with the most chronic attendance. White, socio economically disadvantaged and students with disabilities were identified in ELA.  Alll of the subgroups were identified in math.

Sanhedrin High School
Suspension rates are identified for both Hispanic and socioeconomically disadvantaged students. The socio-economically disadvantaged students are struggling as well with graduation rates.

Blosser: The area identified for students with disabilities was ELA.

Brookside: The areas identified for students with disabilities were chronic attendance and suspensions.

# Reflections: Technical Assistance

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

The Willits Unified School District (WUSD) takes proactive steps to support all schools in Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) by developing thorough support and improvement plans. This process follows distinct phases, including the establishment of an early warning system to address potential challenges proactively.

Focus Areas for 2025-2026:
The Willits Unified Improvement team, CCEE (CA Collaborative for Educational Excellence and MCOE (Mendocino County Office of Education) met three times between April and June 2025. The Improvement team reviewed state and local data, participated in the FIA (Fidelity Integrity Assessment), conducted Empathy Interviews,
and created an Aim Statement. The current focus is to create a district-wide assessment schedule.

# 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.

CSI: Below are the areas of concern identified on the 2023 CA Dashboard.

Willits High School: Caucasian markers, Special Education for ELA, Math and Suspensions overall

## *Support for Identified Schools*

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

Comprehensive Support and Improvement (CSI)
Willits High School:

The Willits Unified School District (WUSD) initiated a comprehensive support plan for Willits High School, involving community members, parents representing subgroups in need, teachers, board members, site administrators, counselors, agencies supporting foster and homeless students, and local tribal representatives. This diverse group analyzed state and local data for the school and collaborated/ New leadership at WHS is data driven, articulation, and PLT support driven by subject level PD has fostered a new alignment for standards based academics.

ELA was at 72 point below standard and declined 3 points.

Math was at 141 point below standard and declined 9 points.

EL Progress increased by 44 percent making progress and increased by 11% from previous year.

College and Career ready were at 40% prepared.

Graduation rate was at 90% with a decline of 2 %

Suspension rate increased by 4%

Additional Targeted Support and Improvement (ATSI) Schools

Sanhedrin High School:
Root Cause Determination:

Academic Concerns and Graduation Rate: The graduation rate at Sanhedrin High School was identified at 77% an increase of 27%. Reengagement challenges still exist and the need for a more focused approach to learning. The graduation rates for white students (86%) and Hispanic students (76%) notably increased, with both subgroups performing with increased ability standards in ELA and Math.
Community and Transportation Issues: The team highlighted transportation difficulties. However a community culture does consistently prioritize school attendance and even positive culture.

Baechtel Grove Middle School:
Root Cause Determination:

Academic, Attendance, and Suspension Rates: The school continues to face significant issues related to academic performance, attendance, and suspension rates. Concerns were attributed to a need for a sense of connection and safety within the school. All subgroups had high suspension rates (around 17%) except for the native population (5%), and chronic attendance issues affected about 47% of students across all subgroups.
Community Engagement and Support: The team continues to define and identify a lack of social-emotional learning and inadequate parent and community engagement as contributing factors. The English learner population has increased in academics, attributed to revamped implantation of English language development courses.

Cultural and Transportation Issues: Similar to Sanhedrin, transportation and community culture were noted as barriers to consistent school attendance.

Sherwood School:
Root Cause Determination:

Academic Concerns: Both white and Hispanic students were about 150 points points below the district average in ELA and Math. although quite a signifcant increase in scores this past year of 12 doe ELA and 33 for Math. A shift from last year is that there will only be three classes with two grade levels each.
Attendance Issues: Chronic attendance rates declined amongst all sub groups, with white students at 40% and Hispanic students at 55%.
Transportation and Community Culture: Transportation challenges and a community culture that does not consistently emphasize the importance of school attendance were also noted.

Brookside Elementary School:
Root Cause Determination:

Attendance and Suspension Issues: Attendance issues still affects all subgroups, with rates ranging from 55% to 68%, however there was improvement if 5 %. The suspension rate for the special education population was identified at 8%. Letters training coupled with an attention to C and I coaching and reading Specialist.

Blosser Lane Elementary School:
Root Cause Determination:

Attendance and Academic Concerns: Chronic absence rates declined by 11 % with only 46 % being considered chronically truant. . Suspension rates for Native students were identified at 5% and increased overall by 1%. .

Willits Unified District-Wide Support and Improvement Plans
1. Data Analysis and Root Cause Identification:
Sites, the school board, and the root cause analysis team thoroughly explored local and California Dashboard data to identify and understand the underlying issues affecting school performance.

2. Training and Coordination:
The district provided comprehensive training and coordination for conducting root cause analysis, developing SMART goals, and implementing comprehensive plans. Necessary funding was allocated to support these initiatives.

3. Tiered Support Resources:
All sites received tier 1, 2, and 3 resources to address attendance and suspension issues. Additionally, social-emotional learning curriculums and academic tiered supports are being tailored to meet the specific needs of each site.

4. Early Warning System:
An early warning system has been implemented to proactively identify and address potential issues. Resources and guidance are provided to students and families, with student support plans established before the school year begins for those with chronic attendance issues from the previous year. Sites implement various strategies, including student incentives and attendance campaigns.

5. Professional Development:
Professional development in data tracking (using Aeries), conflict de-escalation, and restorative practices is provided to family liaisons, administrators, yard supervisors, and other designated personnel. Counselor/therapist resources support social-emotional learning groups, academic counseling, and professional development, along with in-classroom coaching for social-emotional curriculum implementation.

6. Parent and Community Outreach:
The district provides workshops based on the annual "parent needs" survey to enhance parent and community engagement.

7. Non-Punitive Restorative Practice with Tired intervention Strategies:
The district facilitates a non-punitive, when applicable,  in collaboration with community agencies to support Willits families.

8. Professional Learning Communities (PLCs):
Each site has identified its stage of collaboration in the PLC process. WUSD continues to provide PLC professional development and coaching. All administrators and teacher leaders participate in the California Principals Support (CAPS) network, receiving coaching support to implement action plans. The focus areas for the 2023-2024 school year include unit planning, the teaching-learning-assessing cycle, and the effective use of Common Formative Assessments (CFAs).

9. English Language Development:

Continued resources and professional development are allocated to support sites in English language development.

By implementing these comprehensive support and improvement plans, WUSD aims to address the root causes of performance issues and foster a supportive, effective learning environment for all students.

## *Monitoring and Evaluating Effectiveness*

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

Willits Unified District-Wide Teacher and Administrator Support
Teacher Support and Professional Learning Teams (PLTs):

Time Allocation:

Teachers are allocated time to identify, map out, and assess their essential standards.
Regular PLT Meetings: Professional Learning Teams (PLTs) convene regularly to monitor students' progress using data from interim assessments and common formative assessments (CFAs).
Data-Driven Practices: PLTs evaluate their effectiveness based on actual results rather than intentions, using data to inform and continuously improve their practices.
Focus on Enrichment: PLTs also pursue enrichment opportunities to further enhance student learning.
District-Wide Monitoring and Professional Development:

Assessment Monitoring:

WUSD will continuously monitor interim and summative assessment data to track student growth towards grade-level essential standards.
Targeted Professional Development: Additional professional development will be provided to teams needing extra support, ensuring that all educators have the resources and training required to succeed.

Early Warning System (EWS):

Checks and Balances: The EWS has built-in checks and balances to ensure transparency, monitoring, accountability, and the proper allocation of resources.
Monitoring Student Needs: Site administrators monitor students' attendance, suspensions, and grades to identify those needing more interventions.
Administrator Collaboration: WUSD administrators form a professional learning team to collaborate on EWS outcomes, continuously seeking to improve attendance, academics, and behavior practices.
Transparency and Accountability: WUSD commits to sharing EWS data with community partners, parents, students, and the board to maintain transparency and accountability.

By ensuring comprehensive support for teachers through PLTs, targeted professional development, and a robust early warning system, WUSD aims to foster an environment where both educators and students can thrive. This structured approach helps identify and address challenges promptly, promoting continuous improvement and academic success.

# 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 |
|---|---|
| Multiple Meetings with WTA Leadership | On the following various dates during Negotiations (4/9,4/30,5/2,5/7,5/16,6/4) District leadership and Union leadership negotiated the current CBA. The focus of these meetings were primarily for CBA purpose's yet there was a definitive agenda focus on both sides to ensure that the goals of LCAP was reflected in FTE, resource allocation, class enrollment limits, time for instructional practices discussion in Tuesday meeting with PLC's, Guiding Coalition, and Instructional Leadership teams. |
| Guiding Coalition | Every 3rd Tuesday of the month at our two primary schools in Willits, a group of instructors and classified meet to discuss instructional practices, data over view by grade level, and look at specific practices in ELA and Math. These discussion are agendized and there are SMART goals that are outlined and agreed upon by site administration, district administration, parent input and instructional staff. |
| Student Focus Groups--Multiple Sites and Grade Levels | The superintendent met with a randomly selected group of students at multiple sites ( 11/9, 1/8, 2/22, 4/18) and had a roundtable discussion focused on issues at their sites, Always with the focus on our LCAP goals. Information compiled was put into the LCAP in various sections. |
| Small Schools Meeting--Sherwood | 3rd Thursday of each Month, a group called FOSSI meets at the Sherwood site to discuss on-going matters that are related to the unique nature of the school. During these meetings District and site administration attends to align the LCAP goals and support structures that apply to the unique nature of this small rural school. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Meeting with CSEA | On 5/21, 5/28 District Leadership met with CSEA site and regional leadership for negotiations. The focus of these meetings were primarily for CBA purpose's yet there was a definitive agenda focus on both sides to ensure that the goals of LCAP was reflected in FTE, resource allocation, class enrollment limits, time for instructional practices discussion in Tuesday meeting with PLC's, Guiding Coalition, and Instructional Leadership teams. |
| Community LCAP Meetings | WUSD hosted 5 community ( 11/8. 12/13. 3/19. 4/22, 5/13) open to all community members, much like a town hall meeting, where Goals were displayed with instructions for parking lot conversations and comments were welcome. All administrators, Union Leadership and WUSD Board members were present for these meetings to ensure communication and support for interaction took place. Multiple suggestions were Offred and applied to each goal. This is included in the description in each Goal in the LCAP. |
| Survey to all three Stakeholder Groups | In March of 2025, a comprehensive survey was sent to all stduents, staff, and parents ( over 7000 people in total) asking similar questions for the past 5 years. Instruction, safety, facilities, mental health, assorted open ended suggestions etc. were asked that provides longitudinal, qualitative, and quantitative data over the course of 3 LCAP cycles. 20 percent of those polled responded. Data results are in the LCAP. |
| Survey--on site-to all stduents | All Principals were tasked with sending out an on-site survey in the months of weather April and or May to their respective student body to include questions pertaining to their emotional, curricular, social, and ability to receive help and guidance from staff and administration. |
| ELAC and DELAC meetings | On 5 separate dates during the 24/25 school year, parents, students, and staff were invited to go over RFEP, ELPAC and LTEL. These discussion included data handouts, student transcripts, individual conversations with parents and student to understand their progress. Site Administration at all levels, EL instructors, Board Members, and District office Administration are present at all meetings. |
| WUSD Board Workshops | On the Third Thursday of each month, a portion of each board meeting is set aside for discussion on Literacy for public comment and current practices. The board directed previous superintendents |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | to ensure that literacy in K-12 is at the front of our instructional models and certainly heavily emphasized at the K-5 level. |
| School Site Councils | Monthly there are school site council meetings held at each site. These meetings typically and usually have topics that involved SPSA matters, instructional practices, questions and data that operate to the various goals on the LCAP , mental health matters and instructional practices at each site. |
| Cabinet Meetings | Each Month, Cabinet meetings are help to discuss a variety of aspects of site administration. A primary focus of this group is to continuously focus on vertical articulation between sites, and horizontal articulation at the individual site levels, |

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

The Willits Unified School District is committed to a collaborative and transparent process in developing its Local Control and Accountability Plan (LCAP). The district has recently engaged with all key stakeholders, including students, parents, staff, and community members, to gather comprehensive feedback on the most critical areas for improvement. This valuable input directly informed and drove the LCAP's development process. Based on the detailed results of the LCAP feedback sessions and surveys, the district's goals have been thoughtfully developed and, in some cases, significantly adjusted to address the community's priorities directly. The district's revised LCAP now places a primary focus on four key areas: enhancing academic outcomes for all students, implementing strategies to address and improve student attendance rates, providing comprehensive support and resources to meet the unique needs of our English language learners, and implementing proactive measures to improve and reduce the number of suspensions. This data-driven approach ensures that the LCAP's goals are not only aligned with state requirements but also truly reflect the aspirations and needs of the Willits community.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Students will be prepared to be college and/or career ready. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

----Ensuring that WUSD students are prepared for college and/or a career involves a comprehensive approach that addresses both academic and career-related aspects.

Here are some strategies to achieve this goal:

Rigorous Academic Preparation: WUSD should offer rigorous academic courses that align with college and career expectations. This includes providing challenging coursework in core subjects such as mathematics, English language arts, science, and social studies. Teachers should implement instructional strategies that promote critical thinking, problem-solving, and effective communication skills.

Career and Technical Education (CTE) Programs: Provide access to CTE programs that offer hands-on training and industry certifications in high-demand fields. These programs can give students valuable skills and experience that prepare them for success in the workforce. Offer a diverse range of CTE pathways to accommodate different interests and career goals.

Guidance and Support Services: Offer comprehensive guidance and support services to help students explore career options, develop career goals, and plan their post-secondary pathways. This includes career counseling, academic advising, and assistance with college applications, financial aid, and scholarships. Ensure that students have access to resources and information about various educational and career opportunities.

Partnerships with Local Businesses and Industries: Collaborate with local businesses, industries, and higher education institutions to provide real-world learning opportunities for students. This may include internships, job shadowing, apprenticeships, and mentorship programs.

Partnering with industry professionals can help students gain valuable insights into different career paths and make informed decisions about their future.

Equity and Access: Implement strategies to address equity gaps and ensure that all students, regardless of background, have equal access to opportunities that will prepare them for college and career success. This may involve providing additional support services for underserved student populations, offering scholarships or financial assistance for low-income students, and removing barriers to participation in CTE programs and other extracurricular activities.

By implementing these strategies, WUSD can ensure that all students are well-prepared for college and/or a career, equipping them with the skills, knowledge, and mindset they need to succeed in today's competitive world. This preparation not only benefits individual students but also contributes to the overall economic and social development of the community.

WUSD's overarching goal is to cultivate an educational environment where students can realize their full potential, equipped with the skills, knowledge, and awareness to succeed beyond the confines of public schooling. To achieve this objective, the district has outlined several initiatives aimed at fostering academic and social success for all students.

At the elementary level, there is a strong emphasis on reading proficiency, recognizing its foundational importance in academic development. Additionally, the implementation of a High School to Elementary School mentor program facilitates small group interventions, providing tailored support to students in need.

The district is committed to offering diverse pathways to success, including Career and Technical Education (CTE) programs such as the Child Development pathway. Furthermore, exploring the feasibility of introducing full-time librarians at elementary sites underscores WUSD's dedication to bolstering literacy resources and support.

In response to evolving educational needs, potential initiatives such as Math and Literacy Coaches are being considered, pending funding availability. These professionals would play integral roles in providing targeted support and enhancing instructional practices, particularly in foundational skills development.

WUSD recognizes the importance of Response to Intervention (RTI) strategies in catering to the diverse needs of students, including Gifted and Talented Education (GATE) students. By providing RTI materials and training to general education staff, the district aims to ensure that all students receive the necessary support to thrive academically.

In alignment with broader educational goals, WUSD is exploring the development of non-A-G options for high school students, particularly those opting for CTE Pathways. This initiative aims to expand educational opportunities and align curricular offerings with students' career aspirations.

Effective communication with parents and the community is paramount in fostering student success. Strategies such as reviewing attendance trends in collaboration with community groups and promoting a college-going culture within the community serve to enhance engagement and awareness of educational opportunities.

---It's evident that WUSD prioritizes providing students with comprehensive support and opportunities to thrive academically, socially, and beyond. Here's how the outlined goals and strategies contribute to achieving this objective:

Emphasis on Reading: By placing emphasis on reading at lower grades, WUSD ensures that students develop strong foundational literacy skills, which are essential for academic success across all subjects.

Mentor Program: The High School to Elementary School mentor program facilitates peer support and small group intervention, fostering a sense of community and providing targeted assistance to students who may need additional academic support.

CTE Pathway - Child Development: Offering a CTE pathway in Child Development provides students with practical skills and experiences that prepare them for careers in early childhood education and related fields.

Possible Full-Time Librarian: Having a full-time librarian at elementary sites enhances access to resources and promotes a love of reading and learning among students from a young age.

Possible Math/Literacy Coaches: Math and literacy coaches can provide targeted support to both students and teachers, helping to improve academic outcomes and instructional practices.

RTI Group Work: Response to Intervention (RTI) group work benefits not only students who require additional support but also GATE (Gifted and Talented Education) students by providing differentiated instruction tailored to their individual needs.

Non-A-G Options: Developing and offering non-A-G options for high school students who choose CTE pathways acknowledges and supports diverse career interests and aspirations.

Increased Communication: Improving communication with parents fosters a collaborative relationship between schools and families, supporting student success through informed parental involvement.

Community Engagement for Attendance: Community meetings focused on chronic non-attendance enable collaboration and support from various stakeholders in addressing attendance issues, ensuring that all students have the opportunity to benefit from regular school attendance.

Promoting College Culture: Increasing awareness of the college culture within the community encourages students to aspire to higher education from an earlier age, fostering a college-going mindset and providing motivation for academic achievement.

By implementing these initiatives, WUSD not only supports students in achieving academic proficiency but also cultivates a supportive and inclusive learning environment that empowers students to pursue their interests, dreams, and aspirations beyond the public school realm.

---It's clear that WUSD is committed to preparing students not only academically but also socially and practically for success as contributing members of society. Here's how the efforts at Blosser, Sherwood, Brookside, BGMS, and WHS align with this foundational goal:

Alignment of RTI and Academic Platforms: By aligning their Response to Intervention (RTI) and academic platforms, Blosser, Sherwood, and Brookside ensure that students receive targeted support in literacy and math, addressing foundational academic skills essential for success.

Stress on Social Awareness: Emphasizing social awareness alongside academic skills helps students develop into well-rounded individuals capable of navigating complex social environments and contributing positively to their communities.

Positive Climate and Culture at BGMS: BGMS's focus on developing a positive climate and culture creates a supportive learning environment where students feel safe, valued, and motivated to succeed academically and socially.

Vertical Articulation of Essential Standards: BGMS's efforts to vertically articulate essential standards between Blosser and WHS ensure continuity and coherence in the curriculum, facilitating smooth transitions for students as they progress through different grade levels.

Trimester Model at WHS: WHS's trimester model provides flexibility and opportunities for students to excel academically while also exploring diverse interests through dual enrollment offerings and significant CTE pathways. This approach promotes student success by catering to individual learning styles and aspirations.

Community Support: The presence of local businesses such as the five-star hospital, Cal Fire, Metal FX, and Spare Time Supply reflects the strong community support that sustains Willits during challenging times. This support provides students with valuable opportunities for real-world learning experiences, internships, and future career pathways.

Overall, the collaborative efforts of Blosser, Sherwood, Brookside, BGMS, and WHS, along with the support of the local community, contribute to the holistic development of students, equipping them with the skills, knowledge, and values needed to thrive as successful adults in society.

----These strategies demonstrate a comprehensive approach to supporting foster and homeless care children in their educational journey, aiming to address various challenges they may encounter. Here's how each strategy contributes to improving their academic performance and creating college and career prepared graduates:

Stability and Support: Providing stable and supportive environments is foundational to fostering academic success among foster and homeless care children. Consistent caregivers who prioritize education can offer the stability and encouragement these children need to thrive academically.

Individualized Education Plans (IEPs): Recognizing the unique learning needs of foster children is essential for addressing any academic gaps or challenges they may face due to past trauma or disruptions. Developing personalized education plans allows for targeted support and accommodations to meet these specific needs.

Access to Resources: Ensuring equitable access to essential resources such as school supplies, textbooks, technology, and tutoring services is critical for removing barriers to learning. By providing these resources, foster and homeless care children can fully engage in their education and reach their academic potential.

Trauma-Informed Care: Trauma-informed practices acknowledge the impact of past trauma on a child's ability to learn and thrive in school. Creating a supportive and understanding environment that addresses their emotional needs can help foster children overcome trauma-related barriers to learning and academic success.

Advocacy and Communication: Collaboration among foster parents, social workers, teachers, and educational advocates is key to advocating for the educational needs of foster and homeless care children. Effective communication ensures that challenges are addressed promptly, and necessary support services are provided to facilitate academic progress.

Continuity in Education: Minimizing disruptions in education by prioritizing continuity in school enrollment can help foster children maintain stability and consistency in their academic environment. Remaining enrolled in the same school, even through changes in placement, supports their sense of belonging and academic progress.

By implementing these strategies, educational institutions and support systems can create a nurturing and empowering environment for foster and homeless care children, equipping them with the skills, resources, and support they need to succeed academically and pursue college and career pathways.

It's commendable that the Willits community values its local graduates and strives to provide opportunities for them to thrive within their hometown. By emphasizing the importance of every WUSD student finding their potential and passion, the community demonstrates its commitment to nurturing individual talents and interests.

Reducing class sizes at the elementary level is a proactive step to address the needs of students, particularly those who meet the criteria for unduplicated populations. Smaller class sizes can facilitate personalized attention, more tailored instruction, and a supportive learning environment, which are all critical factors in promoting academic success and student well-being.

By investing in initiatives like reducing class sizes, the Willits community not only enhances educational outcomes for its students but also fosters a sense of inclusivity and support that empowers each student to reach their full potential. This approach aligns with the community's goal of providing equitable opportunities for all students to thrive academically and pursue their passions within their local community.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 1. Increase number of students completing A-G requirements for college entrance. | 44% 2023-24 | 2024-25 was 45%. | | 60% 2027 | 1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.2 | 2. Increase number of students completing Career Technical Education. | 68% completed at least one CTE pathway for 2024. | This number has increased to 86%. | | 80% completed at least one CTE pathway for 2025 | 20% |
| 1.3 | 3. Increase number of students completing Advanced Placement courses with a score of 3 or more. | 12.5% of students enrolled in AP courses. passed the exam with a score of 3 or higher for 2020. | 24-25 AP course enrollment is 8.3% | | 60% of students enrolled in AP courses will pass the exam with a score of 3 or higher for 2027. | -4.2% |
| 1.4 | 4. High School Graduation Rate will increase 2% annually. | 84.2% of students graduated in 4 years for 2024 | This number is now at 85% | | 95% of seniors in cohort | .8% |
| 1.5 | 5. Increase the percentage of career and college ready students including EAP annually by 2%. | 32.5% of students were college and career ready in 2024. | WUSD is now at 67% | | 65% will be college and career prepared | 34.5% |
| 1.6 | 6. Decrease the dropout rate for middle/high school students. | 19.84% of students were considered dropouts for 2024. | This number is 14.9% | | 5% of dropouts will be dropouts | -4.9% |
| 1.7 | 7. Increase the number of students participating in post- secondary education by 2% annually. | 73%  of graduates who responded reported participation in a post secondary option | 81%of graduates who responded reported participation in a post secondary option | | 70 % will participate in post secondary institutions. | 8% |
| 1.8 | 8.Teachers appropriately assigned and fully credentialed | 17 were not fully credentialed | 32 staff are not fully and or properly credentialed for the area they are instructing . | | only 5% will not be fully credentialed | Increased by 25 |
| 1.9 | 9. The % of pupils who have successfully | 45% of graduating students passed both | WHS is now at 32%. | | 65% of graduating students will pass | -13% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | completed both types of courses (UC/CSU and CTE) | A-G and CTE requirements for 2023-24. | | | both A-G and CTE requirements for 2021. | |
| 1.10 | 10. Programs and services developed and provided to all students including individuals with exceptional needs and to unduplicated pupils. | 65.44% as evidenced by enrollment 23-24. | This number is at 64.91%. | | 100% as evidenced by enrollment for 2027 | -.53% |
| 1.11 | 11. Pupil outcomes, in the subject areas described in Sec 51210 and subdivision (a) to (i), inclusive of Sec 51220, as applicable | 44% Grade level reading at the end of 3rd Grade based on STAR Reading. Biliteracy Award 4% Golden State Merit Seal 20.27%. Algebra Readiness from Ready Math 33% as reported for Spring 2021. | 51% are reading at grade level based on STAR Reading. Biliteracy Award 1.35% Algebra Readiness metric changed to STAR Math at 19%, but not all students were assessed. | | 50% Grade level reading at the end of 3rd Grade based on STAR and Dibbles assessments. Biliteracy Award 10% . Algebra Readiness from Ready Math 40% as reported for Spring 2027. | 7% increase in 3rd grade reading. Biliteracy Awards went down by 2.65% Golden State Merit Seal increased 1.35%. Algebra Readiness decreased by 11%, but not all students were assessed. |
| 1.12 | 12. The percentage of special education students who are in the general education environment for more than 80% of their school day. | 64.14% | 64.8% | | The percentage of special education students who are in the general education ( 50%) environment will spend 80 % of their school day in the general education environment.. | .66% |
| 1.13 | 13. Revised- The percentage of students | 61% | 73% | | WUSD will be at 45% of students | 12% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | who are referred to special education who qualify for services. | | | | referred who will qualify for special education services. | |

# 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.

Overall Implementation
Willits Unified School District implemented several initiatives aimed at preparing students to be college and/or career ready. These included:

College and career exploration activities, including career fairs, guest speakers, and field trips to colleges and local businesses.

Expanded Career Technical Education (CTE) pathways, particularly in agriculture, construction, and digital media.

Dual enrollment and AP course offerings, in partnership with Mendocino College and other institutions.

Counseling services focused on academic and post-secondary planning, including individualized graduation plans and FAFSA support.

Work-based learning opportunities, such as internships and job shadowing.

Integration of soft skills development in both academic and elective courses.

These efforts were designed to give students both the academic preparation and real-world experiences needed to succeed beyond high school.

Substantive Differences in Planned vs. Actual Implementation
While many planned actions were implemented, some adjustments and gaps occurred:

Planned Action: Full rollout of multiple CTE pathways.
Actual Implementation: Due to staffing and scheduling constraints, some pathways were delayed or offered only part-time. Access varied significantly by site.

Planned Action: Consistent access to dual enrollment and AP courses across student populations.

Actual Implementation: While enrollment increased, equitable access remains a concern—barriers included transportation, course conflicts, and student academic preparedness.

Planned Action: Expanded internship and work-based learning opportunities.
Actual Implementation: Local business partnerships were limited post-pandemic, restricting the number of placements available for students.

Planned Action: Robust college and financial aid counseling services.
Actual Implementation: Counselors provided services, but high caseloads limited the depth of individualized planning and follow-up for some students.

Challenges Experienced
Staffing limitations—especially in specialized CTE fields—affected the full implementation of hands-on, industry-aligned experiences.

Transportation and scheduling posed logistical barriers for students trying to participate in off-campus opportunities or college courses.

Limited local business partnerships made it difficult to scale work-based learning opportunities.

Successes Experienced
Growth in CTE enrollment and engagement showed strong student interest in career-connected learning.

Dual enrollment participation increased, giving more students the opportunity to earn college credit while in high school.

College and Career Fairs successfully exposed students to a range of post-secondary options and included parent participation.

Counseling staff successfully implemented senior graduation checks and college application support workshops, which led to an increase in college and FAFSA completion rates.

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.

While the district made measurable progress toward college and career readiness, several implementation challenges led to uneven actual expenditures and a reduced percentage of improved services for targeted student groups. Going forward, the district plans to reallocate funds to enhance access, staffing, and equity in service delivery for unduplicated students.

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

In summary, Willits Unified has implemented several key actions with moderate to high effectiveness, particularly in expanding college credit opportunities and offering engaging CTE pathways. However, challenges in staffing, equity of access, and community partnerships have limited the full impact of some initiatives. Continued focus on removing barriers and strengthening support structures will be essential to further advance this goal.

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.

This particular area will be contingent on budgetary allocations and staffing dynamics for HQT personnel.

**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** | Continue to plan and staff for career opportunities through the development of pathways with A - G designation. | The district is developing new CTE pathways and maintaining classes with A-G designation, and modifying existing A-G offerings so they are aligned with pathways needs. | $736,062.03 | Yes |
| **1.2** | Identify first time college bound students | BGMS, which included visits to colleges and the guidance with the registration in the dual enrollment program available once they finish 8th grade. | | Yes |
| **1.3** | Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring. | GATE opportunities were offered at grades 3-5, grades 6-8 competed in Odyssey of the Mind, and the high school had an Academic Decathlon class and competed in the regional and state competition. New and existing clubs can be added or maintained at all buildings. | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.4** | Maintain number of elementary teachers to support class size reduction. | In grades K-5 class size is an important factor in dealing with unduplicated populations and additional teachers are hired to achieve the reduced class size. | $813,447.00 | Yes |
| **1.5** | Provide professional development for Administrators, Teachers, and Staff | PD regarding effective behavioral and academic interventions for students. These interventions should be completed as a part of the Student Study Team process before referring a student for special education evaluation. | $10,000.00 | No |
| **1.6** | Implement new Student Study Team procedures | Use updated processes aided by tracking software to ensure students are being tracked and appropriately served through the SST process. | $10,000.00 | No |
| **1.7** | C-STEM | Mathematics, coding and robotics in coordination with UC Davis. | $190,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Students will be provided academic support and services to promote language acquisition, mathematical and technological literacy. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WUSD has developed a comprehensive goal aimed at providing a vertically articulated expansion of aligned services to promote academic growth, particularly for students who meet the unduplicated standard. This approach emphasizes the importance of aligning educational services across grade levels to ensure continuity and coherence in the learning experience. Providing academic support and services to promote language acquisition, mathematical literacy, and technological literacy is essential for preparing students to succeed in today's interconnected world. Here's how each component is being addressed:

Language Acquisition: For students who are learning English as a second language or are multilingual, offering specialized language development programs, bilingual education, or English language learner (ELL) support services can help them acquire language skills more effectively. This may involve targeted instruction, language immersion programs, or access to resources such as English language development (ELD) curriculum and language assessment tools.

Mathematical Literacy: To promote mathematical literacy, students should have access to rigorous math instruction that emphasizes problem-solving, critical thinking, and real-world applications of mathematical concepts. Providing additional support for struggling students through tutoring, peer mentoring, or targeted intervention programs can help improve their math skills and confidence.

Technological Literacy: Integrating technology into the curriculum and providing students with access to digital resources, tools, and training can enhance their technological literacy. This may include teaching digital skills, computer programming, coding, or offering courses in STEM (science, technology, engineering, and mathematics) fields. Providing professional development for teachers on effective technology integration strategies can also ensure that students receive quality instruction in this area.

By prioritizing language acquisition, mathematical literacy, and technological literacy, schools can equip students with the foundational skills and competencies they need to thrive academically and succeed in an increasingly digital and globalized society. This comprehensive approach to academic support helps ensure that all students have the opportunity to reach their full potential and achieve success in school and beyond.

By focusing on essential standards and implementing response to intervention measures, WUSD aims to support not only academic growth but also the social-emotional well-being of its students. This holistic approach recognizes the interconnectedness of academic success and emotional resilience and seeks to address both aspects to provide a well-rounded education.

The inclusion of various resources and personnel, such as libraries and librarians, counselors, core staff, CTE staff, and technology services, highlights WUSD's commitment to providing a supportive and enriching learning environment. These resources play crucial roles in facilitating student learning, supporting teachers, and promoting overall student success.

Furthermore, the emphasis on targeted and sustainable EL identification, re-designation, and direct instruction underscores WUSD's commitment to meeting the needs of diverse student populations, ensuring that all students have equitable access to educational opportunities.

Overall, WUSD's goal reflects a proactive and comprehensive approach to education, aiming to provide quality education that prepares students for success both academically and personally, throughout their K-12 journey.

A broad breakdown of this goal and its implementation:

EL Language Acquisition: This aspect of the goal focuses on supporting students who are learning English as a second language or who may be bilingual. Implementation strategies may include:

Providing specialized instruction tailored to the needs of English Language Learners (ELL).
Offering language development programs that focus on building vocabulary, grammar, and language fluency.
Implementing bilingual education programs that support students in developing proficiency in both their native language and English.
Providing support services such as language assessments, tutoring, and counseling to ensure that ELL students have the resources they need to succeed academically.
Mathematical Literacy: This component aims to improve students' mathematical skills and understanding across grade levels. Implementation strategies may include:

Enhancing math instruction through professional development opportunities for teachers, focusing on best practices in math education.
Providing additional support for students who are struggling in math, such as small group instruction, tutoring, or intervention programs.
Offering enrichment opportunities for advanced learners, including advanced math courses, competitions, and extracurricular activities.
Implementing innovative teaching methods and approaches to make math more engaging and accessible to all students, such as hands-on activities, real-world applications, and technology-enhanced lessons.

Technological Literacy: This aspect of the goal recognizes the importance of technology in modern education and aims to ensure that students are prepared to effectively use digital tools and resources. Implementation strategies may include:

Integrating technology into the curriculum across subject areas, including the use of educational software, digital resources, and online learning platforms.
Providing students with access to digital devices such as laptops, tablets, and interactive whiteboards.
Teaching essential digital skills such as internet research, digital communication, coding, and multimedia creation.
Ensuring that teachers are trained and equipped to effectively integrate technology into their instruction and support students in developing technological literacy.
By focusing on language acquisition, mathematical literacy, and technological literacy, the goal aims to provide students with the skills and knowledge they need to succeed academically and thrive in today's digital world.

Attracting and retaining highly qualified staff and faculty:
This action supports all components of the goal by ensuring that the district has skilled educators who can effectively implement language acquisition, mathematical literacy, and technological literacy initiatives.

Developing a system to encourage and promote from within for teaching staff where possible:
This action contributes to the goal by fostering a supportive environment for professional growth and development among teaching staff, which can lead to improved instructional practices and student outcomes in language acquisition, mathematical literacy, and technological literacy.

Creating a system where foundational skill acquisition is monitored and subsequently remediated:
This action directly supports the goal's focus on mathematical literacy by ensuring that students have a strong foundation in essential math skills. It also indirectly supports language acquisition and technological literacy by promoting a comprehensive approach to academic development.

District vertical articulation between schools:
This action is essential for ensuring continuity and alignment in instructional practices and curriculum across grade levels and schools. It facilitates a seamless transition for students as they progress through the educational system, supporting their growth in language acquisition, mathematical literacy, and technological literacy.

Monitoring student proficiency and MTSS throughout the district:
This action is crucial for assessing student progress and identifying areas where additional support may be needed. It ensures that interventions are targeted and effective, supporting student growth in language acquisition, mathematical literacy, and technological literacy.

Reading intervention technology programs:
Programs like Lexia-Phonics and Flocabulary-Vocabulary directly support the goal's focus on language acquisition by providing targeted instruction and practice in reading and vocabulary development.

Developing Academic Coaches for teachers to increase capacity of staff and seek continuous improvement:

This action supports all components of the goal by providing educators with the support and resources they need to effectively implement language acquisition, mathematical literacy, and technological literacy initiatives.

Plan to Implement Instructional Rounds start at sites and then cross-site:
Instructional Rounds can help educators collaborate, share best practices, and reflect on instructional strategies, ultimately enhancing student learning in language acquisition, mathematical literacy, and technological literacy.

Continues to use LETERS to support teacher knowledge of teaching reading in TK-3:
LETERS provides valuable professional development for educators, equipping them with research-based strategies for teaching reading and supporting language acquisition in early grades.

Develop Articulation between various sites:
Articulation ensures alignment in curriculum, instruction, and assessment practices across schools, supporting student growth in language acquisition, mathematical literacy, and technological literacy.

Develop a common system of data shared between elementary and secondary:
This action promotes collaboration and data-driven decision-making across grade levels, allowing educators to track student progress and tailor interventions to meet individual needs in language acquisition, mathematical literacy, and technological literacy.

The following is a description that  encapsulates a comprehensive approach to supporting foster children in their academic journey. Here's a breakdown of how each element contributes to their success:

Access to Resources: Ensuring that foster children have access to essential resources such as school supplies, textbooks, and technology is critical for creating an equitable learning environment. By removing barriers related to resource limitations, you're helping to level the playing field and provide all students with the tools they need to succeed academically.

Mentorship Programs: Mentorship programs offer invaluable support and guidance to foster children, who may lack stable familial relationships or consistent adult role models. Pairing them with supportive adults who can offer encouragement and academic assistance outside of school can make a significant difference in their academic performance and overall well-being.

Collaboration with Community Partners: Partnering with community organizations, nonprofits, and local agencies expands the support network available to foster children beyond the school environment. By offering additional services such as counseling, after-school programs, and extracurricular activities, you're addressing the holistic needs of foster children and enhancing their academic performance and overall quality of life.

Long-Term Planning and Preparation: Helping foster children plan for their future beyond high school is essential for their long-term success. By providing guidance on college and career options, financial aid, and independent living skills, you're empowering them to make informed decisions and navigate the transition to adulthood with confidence.

By implementing these strategies and fostering a supportive and inclusive learning environment, you're demonstrating a commitment to the academic success and well-being of all students, including foster children. This comprehensive approach acknowledges the unique challenges they may face and seeks to provide them with the necessary support and resources to thrive academically and beyond.

By prioritizing language acquisition, mathematical literacy, and technological literacy, schools can equip students with the foundational skills and competencies they need to thrive academically and succeed in an increasingly digital and globalized society. This comprehensive approach to academic support helps ensure that all students have the opportunity to reach their full potential and achieve success in school and beyond.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | 1. Percentage of students district wide scoring at standard or above on SBAC in ELA , Mathematics, and Science will improve 5% annually as evidenced of implementing common core standards including ELD standards. | Math 11.47% ELA 18.77%, Science 30.7% in 23-24. | ELA 20.1%, Math 11.8%, Science____ | | Math 40% ELA 50% will rise to this percentage. | Math and ELA have slight increases. |
| 2.2 | 2. Percentage of ELs progressing on the ELPAC will increase by 3% annually. | 14.09% proficient with 45.8% making progress. | 15.7% were proficient. | | 75% of long term AMOE EL stduents will improve on the ELPAC. | 1.62% |
| 2.3 | 3. Percentage of ELs reclassified will increase by 3% annually. | 37 Students were reclassified. | 22 students were reclassified. | | 50% of EL stduents will achieve RFEP status | 5% |
| 2.4 | 4. All students, including those without access to technology at home, will have access to | 100% | 100% | | Continued 100% access for all students. | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | computers and network services for school-required assignments, as monitored by the Superintendent. | | | | | |
| 2.5 | 5. Improvement on CA Dashboard. | Chronic Absent yellow, ELA and Math Red, EL Orange | Dashboard for the 24-25 year has not been released yet. | | Chronic Absenteeism will decrease by 10%. Increased Math / ELA scores as indicated by previous outcome in Goal 1. Graduation ryes will climb to 95% in cohort years. | NA |
| 2.6 | 6. All students will continue to have access to California State Standards aligned instructional materials. | 100% of students had access to state standards aligned curriculum. | 100% had access to state approved curriculum. | | Continued 100% access for all stduents. | 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.

Overall Implementation
During the school year, Willits Unified School District implemented a variety of academic supports and instructional services aimed at improving language acquisition, mathematics proficiency, and technological literacy. Key strategies included:

Targeted English Language Development (ELD) instruction for English learners (ELs), both designated and integrated.

Tiered intervention programs in math and literacy, especially for students not meeting grade-level standards.

Increased access to educational technology, including devices and digital tools for instruction and learning.

Professional development for teachers in strategies to support language learners and integrate technology into instruction.

After-school and summer academic programs focused on math, reading, and digital learning skills.

These efforts were designed to support all students, particularly English learners, students with disabilities, and those performing below grade level.

Substantive Differences in Planned vs. Actual Implementation
While most planned actions were implemented, some adjustments and shortfalls occurred:

Planned Action: Full staffing of intervention and support teachers.
Actual Implementation: Due to ongoing teacher and specialist shortages, not all intervention positions were filled, leading to gaps in support delivery—especially at the middle school level.

Planned Action: Consistent and structured designated ELD instruction.
Actual Implementation: Implementation was inconsistent across school sites. Some sites successfully maintained daily ELD blocks, while others struggled due to schedule conflicts or staffing limitations.

Planned Action: Technology integration across all subjects.
**Actual Implementation: Most students had access to Chromebooks or devices, but effective instructional use of technology varied depending on teacher training and support.

Planned Action: Expanded after-school academic support.
Actual Implementation: Participation was lower than expected due to transportation barriers, limited staff availability, and student fatigue after the regular school day.

Challenges Experienced
Staffing shortages in key instructional support roles limited the district's capacity to deliver interventions and ELD services consistently.

Inconsistent implementation of academic supports across school sites and grade levels.

Technology access at home remained a challenge for some students, particularly in rural areas with limited internet connectivity.

Monitoring and data collection to track student progress in language acquisition and math was hindered by gaps in assessment systems and staffing capacity.

Successes Experienced
Increased device access and digital fluency among students, especially in upper elementary and middle grades, supported by tech training and expanded digital tools.

Improved academic engagement in schools where structured intervention programs were consistently implemented.

Targeted ELD instruction led to measurable growth in English language proficiency for many English learners, as indicated by ELPAC results and formative assessments.

Professional development sessions on language and math instruction were well received by staff and led to stronger instructional practices in classrooms where strategies were applied with fidelity.

Summary
While the district made meaningful progress toward providing academic support to promote language, math, and technology literacy, staffing limitations, inconsistent program implementation, and student access barriers impacted full execution. Still, foundational steps have been taken, and positive outcomes were observed in areas where implementation was strong. Continued focus on equitable access, consistency, and teacher support will be critical in furthering this goal.

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.

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Here is a detailed explanation of the material differences between Budgeted Expenditures and Estimated Actual Expenditures, and/or the Planned vs. Estimated Actual Percentages of Improved Services for the Willits Unified School District LCAP goal:
"Students will be provided academic support and services to promote language acquisition, mathematical and technological literacy."

Explanation of Material Differences: Budgeted vs. Estimated Actual Expenditures
For this goal, several material differences occurred between budgeted amounts and actual spending:

1. Intervention and Support Staffing
Budgeted Expenditures:
The district allocated significant funding for intervention teachers, instructional aides, and academic support staff to provide targeted help in language development and math.

Estimated Actual Expenditures:
Actual expenditures were lower than budgeted due to difficulties in hiring and retaining qualified staff. Several positions remained vacant or were filled late in the year, reducing total spending on personnel.

2. English Learner Services and ELD Support
Budgeted Expenditures:
The plan included funding for designated ELD instruction, curriculum materials, and professional development for teachers.

Estimated Actual Expenditures:
Some funds went unspent due to delays in curriculum procurement and inconsistent implementation across sites, leading to lower-than-anticipated costs.

3. Technology Access and Integration
Budgeted Expenditures:
The district allocated funds for student devices, software licenses, and teacher training in technology integration.

Estimated Actual Expenditures:
Actual costs were slightly lower than expected, as some device purchases were offset by state or grant funding, and software license needs were lower due to existing multi-year agreements.

4. After-School and Extended Learning Programs
Budgeted Expenditures:

Funding was set aside for after-school tutoring, summer programs, and academic support activities.

Estimated Actual Expenditures:
Spending was well below budget because of low student attendance, staff availability issues, and transportation limitations that affected program implementation.

Planned vs. Estimated Actual Percentages of Improved Services
The district originally projected a higher percentage of improved services for unduplicated students (English learners, low-income, foster youth) through expanded academic supports. However, the estimated actual percentage of improved services was lower, due to the following:

Unduplicated students did not consistently receive the full range of intended supports, particularly at sites where staffing shortages limited intervention and ELD service delivery.

Technology integration was uneven, and some students lacked reliable internet or device access at home, which diminished the effectiveness of digital literacy efforts.

After-school program access was limited, which reduced the additional instructional time and support planned for unduplicated students.

Summary
The material differences between planned and actual expenditures were primarily due to staffing challenges, program participation rates, and external funding offsets. While foundational supports were put in place, the estimated actual percentage of improved services for unduplicated students fell short of initial targets. Moving forward, the district plans to address these gaps by improving recruitment and retention of support staff, enhancing family outreach, and expanding equitable access to instructional resources and academic interventions.

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

Effectiveness of Specific Actions to Date
The district has made partial progress toward this goal, with some actions proving more effective than others in supporting student outcomes in language acquisition, math, and technology.

Effective Actions:
Technology Access and Integration:
The provision of Chromebooks and digital learning tools has been largely effective in ensuring students have access to instructional technology. Most students are now proficient in using devices and platforms such as Google Classroom, improving digital literacy across grade levels.

Designated ELD Instruction:

Where implemented with consistency and fidelity, designated ELD instruction has contributed to measurable growth in English language proficiency, as reflected in ELPAC scores. Some schools saw notable gains among English learners who received regular, structured support.

Professional Development for Teachers:
Training in ELD strategies and math instruction helped build teacher capacity, especially among newer staff. Teachers reported improved confidence in supporting English learners and using tech-based instructional tools.

Less Effective or Ineffective Actions:
Math Intervention and Tiered Supports:
These were less effective districtwide due to inconsistent staffing and gaps in the identification and monitoring of students needing support. Intervention delivery varied by site and grade level, which limited its overall impact.

After-School Academic Programs:
Effectiveness was limited by low participation, particularly among unduplicated students. Contributing factors included transportation issues, student fatigue, and limited availability of staff to run programs consistently.

Equity of Service Delivery:
Access to ELD and math interventions was not uniform across the district. Some school sites lacked the personnel or scheduling flexibility to deliver these services effectively, resulting in inequitable outcomes.

Summary
In summary, the district has seen moderate effectiveness in technology integration and ELD instruction, but limited impact from math interventions and extended learning supports due to staffing and participation challenges. To improve outcomes, Willits Unified will need to focus on increasing consistency of implementation, targeted student identification, and supporting equitable access to academic services at all sites.

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.

Description of Changes Based on Reflections on Prior Practice
As a result of reflection on implementation challenges and student outcome data from the prior year, the following changes have been made to better support progress toward this goal:

Refined Metrics and Progress Monitoring:

A more structured system for tracking student progress in language acquisition and math has been adopted, including regular benchmarks and site-level data reviews.

Metrics for English learner progress (e.g., ELPAC growth targets) and math proficiency have been aligned more closely with state indicators and local assessment data.

Expanded Staffing and Support Models:

To address prior staffing shortages, the district is exploring alternative staffing models such as part-time interventionists, stipended support roles, and increased use of instructional aides to provide academic interventions.

Job descriptions and recruitment efforts for ELD and intervention roles have been updated to improve hiring success.

Increased Focus on Consistency and Equity:

The district has prioritized uniform implementation of designated ELD instruction across all sites.

Site-level action plans now include specific strategies to ensure that unduplicated student groups (English learners, low-income, foster youth) receive consistent access to academic supports.

Enhanced Family Engagement and Participation:

Recognizing low participation in after-school and extended learning programs, the district is implementing enhanced communication strategies and transportation support to increase access for families.

Multilingual outreach and input opportunities have been expanded to better engage English learner families.

Professional Development Improvements:

Training for teachers will now include ongoing coaching in addition to workshops, with a focus on effective ELD instruction, math intervention strategies, and tech integration.

Summary
These changes are designed to increase the effectiveness, consistency, and equity of services for all students—especially English learners and those needing math and technology support. The district anticipates these refinements will lead to stronger progress toward achieving the intended outcomes in the coming year.

**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** | Lexia, Letters, I ready, Math, Bright Thinker, Canvas, Reading A-Z, or any new or preexisting software to support academic growth and aid instruction | 1 to 1 computers require the acquisition of software to help enhance learning | $135,000.00 | No |
| **2.2** | Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all students, including unduplicated students, with access to technology as needed. | This is necessary to maintain a replacement cycle of hardware for students and teachers to allow 1 to 1 computer access for all, as well as technical staffing to provide access to technology. | $125,000.00 | Yes |
| **2.3** | Continued Professional development directed by Executive Director or site leadership, with input from SBDM. | The libraries at each site provide classroom services as well as before and after school technology hubs to support foster youth, English learners, and students from low income households who have limited access to internet and technology resources. These positions also promote reading and research skills for students. | $50,000.00 | Yes |
| **2.4** | Prioritizing language acquisition, mathematical literacy, and technological literacy. | Students from low income households need access to and support for educational technology. The positions paid for in this action will help to maintain the devices and network access as well as monitor the data identifying and supporting the targeted subgroups. | $398,808.00 | Yes |
| **2.5** | Continued implementation of EL services and instructional | This is a secondary classes designed to help new comers to acquire ELA skills. | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | language for for second language stduents. | | | |
| **2.6** | Continue implementation of TK transition to Kinder. | Increase certificated staff in existing TK program to increase community participation and enrollment in our TK program. | $137,918.00 | Yes |
| **2.7** | Provide professional development activities for staff supporting English Learners | Provide PD to staff specifically surrounding strategies supporting English Learner success in the classroom. | $25,000.00 | Yes |
| **2.8** | Maintain aides as appropriate levels at elementary and Special Education in WUSD. | Brookside aide time: Instructional learning time for the 2022–23 through 2027–28 school years by decreasing staff-to-pupil ratios, based on pupil learning needs. | $1,480,169.00 | Yes |
| **2.9** | Language Acquisition Support | Provide support from bi-lingual liaisons to students in grades TK-12 to improve English language acquisition. | $197,100.00 | Yes |
| **2.10** | Provide intervention curriculum | Intervention curriculum will support student needs in language acquisition, reading, and mathematics. | $132,500.00 | No |
| **2.11** | All students will continue to have access to California State Standards aligned instructional materials. | Provide bilingual instructional aides to support students in language acquisition by decreasing staff-to-pupil ratios, based on pupil learning needs. | $214,410.00 | Yes |
| **2.12** | Reading Instructional Coaching | Provide reading instructional coaches to support teachers in providing high quality reading instruction in grade K-5. | $120,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.13** | Reading Specialists | Provide reading specialists to provide reading intervention instruction to identified students in grades K-5. | $142,974.00 | |
| **2.14** | Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs | Provide a district wide director for English Learner programs. | $215,534.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Students and families will be supported and encouraged to advocate safe and healthy lifestyle choices. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WUSD's LCAP Goal 3 embodies a holistic approach to education, encompassing various aspects of student development and well-being. Here's a breakdown of the components outlined in the goal:

Academic Excellence: WUSD aims to provide high-quality instruction aligned with essential academic standards to ensure students receive a strong educational foundation. This includes implementing evidence-based teaching practices, offering diverse academic programs and pathways, and continuously monitoring student progress to ensure academic growth.

Social-Emotional Support: Recognizing the importance of students' social-emotional development, WUSD prioritizes providing resources and support to foster their emotional well-being. This may include counseling services, social-emotional learning programs, and initiatives to promote positive school climate and relationships.

Physical Well-being: WUSD is committed to promoting students' physical health and wellness by offering physical education programs, access to nutritious meals, and opportunities for physical activity. Additionally, ensuring safe and clean facilities contributes to students' overall well-being.

Mental Health Support: Acknowledging the significance of mental health in student success, WUSD partners with county agencies and other stakeholders to provide mental health services and support. This may involve counseling, therapy, and interventions to address mental health challenges and promote resilience.

College and Career Readiness: WUSD prepares students for post-secondary education and career opportunities by offering relevant coursework, career exploration activities, and guidance on college admissions and career pathways. This includes ensuring students have access to resources and opportunities to pursue their interests and goals.

Technological Proficiency: Recognizing the importance of technology in today's world, WUSD ensures students develop essential digital skills and technological literacy. This may involve integrating technology into the curriculum, providing access to devices and software, and offering technology-related courses and training.

CTE and Elective Offerings: WUSD provides diverse career and technical education (CTE) and elective programs to cater to students' interests and career aspirations. These programs offer hands-on learning experiences, industry certifications, and pathways to various careers.

Collaborative Approach: WUSD emphasizes collaboration among educators, staff, volunteers, counselors, security personnel, and community partners to provide comprehensive support and services to students. By working together, stakeholders can effectively address the diverse needs of students and ensure their success.

These initiatives outlined by WUSD demonstrate a comprehensive approach to addressing various aspects of student well-being and enhancing the overall school environment. Here's a breakdown of some of the initiatives:

District Therapist: By assigning a therapist to each school site, WUSD ensures that students have access to mental health support and counseling services directly within their school environment. This initiative promotes early intervention and support for students facing mental health challenges.

Restorative Practices: Instead of resorting to suspension, WUSD employs restorative practices that focus on repairing harm and restoring relationships within the school community. These practices foster a sense of accountability, empathy, and understanding among students and staff.

Multi-Tiered Systems of Support (MTSS): MTSS provides a framework for identifying and addressing students' academic, behavioral, and social-emotional needs through a tiered approach. WUSD's commitment to MTSS ensures that all students receive appropriate interventions and support based on their individual needs.

Blue Zones Initiative: Partnering with Blue Zone promotes health and wellness by implementing strategies to create healthier environments within schools. Activities such as the "morning mile" and access to healthy food options contribute to students' physical well-being and overall health.

Increased Blosser: This initiative likely refers to expanding resources and support for Blosser, potentially including additional staffing, programs, or services to meet the needs of students and promote academic and social-emotional growth.

Social-Emotional Learning (SEL) Groups: Providing SEL lunch groups and support at different times allows students to develop essential social-emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Parental Involvement: WUSD aims to increase parental involvement in school activities and decision-making processes, recognizing the importance of collaboration between parents and educators in supporting student success.

SEL Support for Substance Abuse: Offering SEL support specifically tailored to address substance abuse issues helps students develop coping strategies, build resilience, and make healthier choices.

Training for Campus Supervisors: Equipping campus supervisors with training on supporting students with Adverse Childhood Experiences (ACEs) enhances their ability to provide effective support and intervention for students facing trauma or adversity.

Cultural Resources: Collaborating with tribal and community organizations such as Nuestra Alianza enriches students' educational experiences by incorporating cultural perspectives and resources into the curriculum and school activities.

Hands-On Classes at Middle School: Developing hands-on classes such as building, cooking, gardening, and community services at the middle school level provides students with practical skills and experiential learning opportunities, enhancing their academic and personal development.

Overall, these initiatives reflect WUSD's commitment to fostering a supportive, inclusive, and holistic learning environment that addresses the diverse needs of students and promotes their overall well-being and success.

Utilizing paraeducators effectively can indeed enhance support for students, whether it's providing assistance in the classroom or facilitating social-emotional learning (SEL) activities. Here's how paraeducators could contribute in both scenarios:

Classroom Support: Paraeducators can assist teachers by providing additional support to students during lessons, reinforcing instruction, and offering one-on-one assistance to students who may need extra help. They can work with individual students or small groups to reinforce learning objectives, clarify concepts, and provide targeted support in areas where students may be struggling.

SEL Lunch Groups: Paraeducators can facilitate SEL lunch groups by leading discussions, activities, or exercises designed to promote social-emotional skills and foster positive peer interactions. These groups can provide a safe and supportive space for students to express themselves, develop empathy, practice conflict resolution, and build healthy relationships.

SEL Support at Different Times: Paraeducators can offer SEL support during various times throughout the school day, such as before or after school, during recess or breaks, or during dedicated SEL periods. They can engage with students individually or in small groups to address specific social-emotional needs, provide guidance on coping strategies, and reinforce SEL concepts introduced in the classroom.

By leveraging paraeducators in these ways, schools can maximize their impact in supporting student academic and social-emotional growth, creating a more inclusive and supportive learning environment for all students.

Other aspects that relate to WUSD's Goal 3.

Health Education and Promotion:
Comprehensive Health Curriculum: Integrate health education into the school curriculum, covering topics such as nutrition, physical activity, mental health, and substance abuse prevention.
Workshops and Seminars: Organize workshops for students and families on maintaining a healthy lifestyle and making safe choices.
Support Services:

Counseling and Mental Health Services: Provide access to school counselors and mental health professionals to support students' emotional and psychological well-being.
Health Screenings: Offer regular health screenings and check-ups in schools to monitor and address any health issues early on.
Family and Community Engagement:

Parental Involvement Programs: Create initiatives to involve parents in health education, ensuring they have the resources to support their children's healthy lifestyle choices.
Community Partnerships: Collaborate with local health organizations, hospitals, and wellness centers to provide additional support and resources.
Safe and Healthy Environment:

Healthy School Policies: Implement and enforce policies that promote a healthy school environment, such as nutritious school meals, physical activity requirements, and a tobacco-free campus.
Safety Initiatives: Develop programs and campaigns to educate students about personal safety, including internet safety, bullying prevention, and safe social behaviors.
Advocacy and Leadership:

Student Leadership Programs: Encourage students to take on leadership roles in promoting health and safety within their schools and communities.
Advocacy Training: Equip students and families with the skills to advocate for healthier lifestyle choices and policies at the school and district levels.
Continuous Improvement:

Data Collection and Analysis: Regularly collect and analyze data on student health and wellness to identify areas for improvement.
Feedback Mechanisms: Establish channels for students and families to provide feedback on health programs and initiatives, ensuring their needs and concerns are addressed.
Implementation Strategies:

Collaborative Approach: Engage teachers, administrators, healthcare professionals, and community leaders in the development and execution of health programs.

Tailored Programs: Design programs that address the unique needs and challenges of the student population and their families.

Innovative Methods: Utilize technology and creative approaches to make health education engaging and accessible.

Expected Outcomes:

Improved Health Literacy: Students and families will have a better understanding of what constitutes a healthy lifestyle and how to achieve it.

Positive Health Behaviors: Increase in healthy behaviors among students, such as better nutrition, regular physical activity, and reduced substance use.

Empowered Advocacy: Students and families will be empowered to advocate for healthier environments and policies in their schools and communities.

Conclusion:
Overall, WUSD's LCAP Goal 3 reflects a commitment to nurturing the holistic development of students and creating a supportive and enriching learning environment for all members of the school community.
LCAP Goal 3 for WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. Through comprehensive education, robust support services, and active community engagement, the LCAP aims to foster a culture of health and wellness that will benefit students and their families for years to come.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | 1. Attendance rate will increase annually by 1% | 92% | 90% | | 95% attendance and decrease chronic absenteeism by 3 % annually. | -2% |
| 3.2 | 2. Suspension/expulsion rate will decrease by 1% | 11.4% were suspended for at least one day | 11.36% were suspended at least one day | | 3% suspension rate for proceeding year. | -.64% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | 3. Facilities will be maintained. | one school had an overall rating of "good" | Four facilities have an overall rating of Good. | | All facilities' on SARC report to be at checked at the 'Good" level. | 50% increase |
| 3.4 | 4. All parents will be encouraged to be engaged with the school, participate on committees, etc., especially parents of unduplicated pupils and students with special needs. | 20% parent participation | 25% parent participation | | 25% of parents will attend multiple events throughout the year. District will monitor base don survey data. | 5% |
| 3.5 | 5. Percentage of students reporting feeling safe and supported at school will increase using CHKS data and survey data. | Parent survey indicates needs improvement. Teachers will report on this through a school climate survey to be administered during the LCAP. | Not administered 23-24 and 24-25. | | 80% of stduents will feel safe, supported, and procedures for access to adult intervention resources will be provided. | NA |
| 3.6 | 6. Chronic absenteeism will decrease by 3% annually. | 38.2% chronically absent | 33.7% chronically absent | | Chronic Absenteeism will be reduced by 10% | 4.5% |
| 3.7 | 7. Survey Parents and Staff on the effectiveness of the music and visual arts programs. | This metric was not included in the parent surveys. | This metric was not included in the parent surveys. | | Surveys will be sent out to all stakeholders. A return of at least 50% on surveys. | NA |
| 3.8 | 8. Summative Data from Benchmark | 18% chronic absences | 35% chronic absences | | | 17% |

# 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.

Overall Implementation
During the academic year, Willits Unified School District implemented multiple initiatives to support and encourage students and families in making safe and healthy lifestyle choices. These included:

Expanded Social-Emotional Learning (SEL) supports integrated into the curriculum across grade levels.

Mental health services, including on-campus counseling and partnerships with outside agencies.

Nutrition education and access to healthy meals through the school lunch program.

Health and wellness events, including family nights and community health fairs.

Substance abuse prevention programs, including guest speakers and curriculum-based instruction.

These efforts were designed to foster a whole-child approach and align with the district's mission to promote well-being and advocacy skills among students and their families.

Substantive Differences in Planned vs. Actual Implementation
There were some notable differences between planned and actual implementation:

Planned Action: Consistent delivery of health curriculum in all grade levels.
Actual Implementation: While elementary schools implemented this consistently, some middle and high school classes faced disruptions due to staffing shortages and scheduling conflicts.

Planned Action: Broad access to on-campus counseling.
Actual Implementation: Demand for mental health services outpaced available staff, leading to waitlists and delayed response times.

Challenges Experienced
Staffing shortages, particularly in counseling and mental health support roles, limited the district’s ability to meet all students' needs in a timely manner.

Family engagement was inconsistent; some parents faced barriers to participating in virtual events due to limited internet access or scheduling conflicts.

Student behavioral health concerns increased post-COVID, requiring more intensive interventions than originally anticipated.

Successes Experienced
Increased student participation in SEL activities and school-based wellness programs.

Strengthened partnerships with local health agencies and non-profits, which provided supplemental resources and referrals for families.

Pilot implementation of peer mentoring programs in the middle school, which fostered student leadership in promoting safe and healthy choices.

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.

federal and state budgetary constraints are upon all districts and WUSD is no exception.

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

Effectiveness of Specific Actions Toward the Goal
Overall, the actions implemented to date have shown moderate to strong effectiveness in advancing the goal, though there are areas needing continued improvement.

Effective Instruction:
The Benchmark data obtained will help teachers develop effective instruction and/or differentiated instruction.

Effective Actions:
Social-Emotional Learning (SEL) Integration:
SEL curriculum in elementary grades has been highly effective in promoting self-awareness, emotional regulation, and responsible decision-making. Teachers report increased student engagement and improved classroom climate.

Access to School-Based Mental Health Services:
Where available, counseling and mental health services have had a meaningful impact. Students utilizing these services show improved attendance and reduced disciplinary incidents. However, demand often exceeds capacity.

Health and Wellness Events:
Family wellness nights and health fairs were well-received by attendees. These events effectively increased awareness and encouraged positive lifestyle habits, although participation was lower than expected in some communities.

Nutrition and Physical Health Supports:

Access to nutritious meals and physical education programs has been consistent and contributes positively to students' physical well-being. Students benefit from healthier food choices and structured activity during the school day.

Less Effective or Challenged Actions:
Parent and Family Engagement Workshops:
Attendance and engagement have been inconsistent, particularly in virtual formats. Language barriers, work schedules, and technology access have limited the impact of these programs for some families.

Consistent Implementation Across Grade Levels:
Middle and high school implementation of wellness programs and health curriculum has varied. Staffing limitations and scheduling constraints affected the consistency and depth of delivery, particularly in secondary schools.

Substance Abuse Prevention Programming:
While awareness programs have been delivered, there is limited data on their long-term impact. Follow-up or reinforcement activities have been inconsistent due to time and resource limitations.

Summary
The district has made meaningful progress toward the goal, especially in elementary settings and in areas with strong staff capacity and community partnerships. Continued focus is needed on expanding access to services, strengthening family engagement, and ensuring consistency in implementation across all grade levels. With targeted adjustments and sustained investment, these actions have the potential to significantly advance student and family advocacy for safe and healthy lifestyle choices.

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.

Our plan has not changed, although our resources allocation may have to change based on budgetary dynamics.

**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** | Maintain Campus Security at the high school and middle school campuses. | Maintain Campus Security – High School and Middle School Campuses<br><br>Campus security staff will be maintained at both the high school and middle school to provide a safe, welcoming, and orderly environment for all students, staff, and visitors. Security personnel will monitor entrances, | $152,121.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | hallways, and common areas; assist with crisis response and emergency drills; and collaborate with administrators, counselors, and local agencies to prevent and address safety concerns.<br><br>Security staff will be integrated into the school's Social-Emotional Learning (SEL) framework, receiving training to use restorative practices, de-escalation strategies, and positive relationship-building with students. Through daily interactions and mentoring, they will reinforce SEL competencies such as self-awareness, responsible decision-making, and relationship skills.<br><br>The Minga platform will be used to track campus entry, student activities, and behavior data, helping staff proactively identify trends and provide early support. Security personnel will utilize Minga to communicate safety reminders, promote events centered on wellness and healthy lifestyles, and recognize students for positive behavior.<br><br>By combining consistent monitoring, SEL-based relationship-building, and technology-driven communication, campus security staff will be supported and encouraged to advocate for safe and healthy lifestyle choices, creating a culture where students feel valued, respected, and empowered to make positive decisions. | | |
| **3.2** | Maintain administrative support across all sites in WUSD | Administrative support was maintained at WHS, SHS, SWE and BGMS. The additional support at these sites ensures foster youth, students from low income households, and English learners have additional administrative supports to address their unique needs. | $281,584.00 | Yes |
| **3.3** | Continue to reduce the number of projects on Deferred Maintenance list. This is a huge issue for the district. | WUSD has 6 sites and the newest one is 32 years old. The district is working hard to maintain these facilities to an acceptable standard, including upscaling desks and other essential classroom furniture. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.4** | Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students. | The counseling personnel is directly responsible for students social, emotional and well being. This staff also provides direct support for foster youth, English learners, and students from low income households. This goal is also supported by other funding in the district. Purchase SEL curriculum as Tier I interventions. | $270,895.00 | Yes |
| **3.5** | WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. | Many parents from our targeted groups were not able to attend school sports events due to the cost of entry. This action is targeted toward our students from low income households and English learners. This has been a very positive thing with the community raising parental attendance at events. | $100,000.00 | Yes |
| **3.6** | Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS. | Many foster youth, students from low income households, and English learners lack the ability to engage in the arts outside of school. In meeting our desire to educate the whole child, particularly within these subgroups, this action addresses this need. The continued employment of these educators is principally directed toward enriching these students' experiences and engagement in school. | $238,706.00 | Yes |
| **3.7** | Continue to provide multiple CTE offerings at WHS and begin to implement at middle school | The district website is now full compliant and our social media presence has improved. This vendor also provide emergency call out notification and parental information push out services. | $10,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Goal Statement<br>By June 2026, Sanhedrin Alternative High School will leverage $85,000 in Equity Multiplier funds to close achievement gaps and expand equitable access by:<br><br>Sustaining and enhancing independent study with A-G course options to ensure students with mental health needs or other special circumstances can earn a diploma meeting college-entry requirements.<br><br>Improving ELA and Math proficiency for unduplicated students (low income, foster youth, English Learners) by 10 percentage points compared to 2025 baseline STAR Renaissance data.<br><br>Reducing chronic absenteeism for unduplicated students by 15% through personalized attendance and wraparound services.<br><br>Ensuring 100% of juniors and seniors have an updated postsecondary plan (college, CTE, or workforce certification). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to close achievement gaps, expand equitable access to courses, improve math and ELA proficiency, and reduce chronic absenteeism for unduplicated students at Sanhedrin Alternative H.S.

# Measuring and Reporting Results

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

## 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.

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.

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

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.

**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** | Expanding Access and Achievement Through Independent Study, Wraparound Supports, and College & Career Readiness | Sanhedrin Alternative High School will strategically use Equity Multiplier resources to expand access and achievement for unduplicated students. The school will sustain and staff the Bright Thinker hybrid independent study program with A-G certified courses, ensuring students with mental health challenges or other special needs can earn diplomas meeting college-entry requirements. To accelerate academic growth, the site will provide small-group tutoring, extended learning, and credit recovery support targeted to unduplicated groups. Wraparound supports—including | $85,454.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | SEL curriculum, mental health counseling, attendance incentives, and transportation assistance—will reduce chronic absenteeism and strengthen student well-being. College and career readiness opportunities will be enhanced through dual enrollment, CTE materials, and Individual Learning Plan (ILP) workshops in partnership with Mendocino College and the CTE Foundation. Progress will be measured through enrollment rosters, A-G course completion rates, STAR growth reports, credit completion data, chronic absenteeism percentages, suspension rates, ILP completion, and pathway participation. | | |

# 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 |
|---|---|
| $$3167699 | $247204 |

**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 |
|---|---|---|---|
| 19.202% | 0.000% | $0.00 | 19.202% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Continue to plan and staff for career opportunities through the development of pathways with A - G designation.<br><br>**Need:**<br>A-G designation is crucial for preparing students for success in both college and career | WUSD's plan and staffing for career opportunities through the development of pathways with A-G designation is crucial for preparing students for success in both college and career. Here are some steps that can be taken to achieve this:<br><br>Career Pathway Development: Identify key industries or sectors in the local community where there are opportunities for career growth. Develop career pathways aligned with these industries, incorporating A-G courses along with career and | Labor Market Analysis: Conduct regular labor market analyses to identify emerging industries, in-demand occupations, and skills gaps in the local and regional economy. This analysis can help inform the development of career pathways that align with |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Schoolwide | technical education (CTE) courses that provide practical skills and knowledge relevant to specific career fields.<br><br>Curriculum Alignment: Ensure that the A-G courses offered within these career pathways align with the academic rigor and content requirements set forth by the University of California (UC) and California State University (CSU) systems. This alignment will allow students to meet college entrance requirements while also gaining valuable career-focused skills.<br><br>Partnerships with Industry Partners: Forge partnerships with local businesses, industry organizations, and post-secondary institutions to provide students with real-world learning experiences, such as internships, job shadowing opportunities, and mentorship programs. These partnerships can also help inform curriculum development and ensure that students are learning relevant skills that are in demand in the workforce.<br><br>Professional Development: Provide ongoing professional development opportunities for teachers to enhance their knowledge and skills in delivering A-G courses within the context of career pathways. This may include training on project-based learning, integrating academic and technical content, and incorporating work-based learning experiences into the curriculum.<br><br>Student Support Services: Offer comprehensive student support services to ensure that all students have access to academic advising, | current and future workforce needs.<br><br>Industry Partnerships: Establish ongoing partnerships with local businesses, industry associations, and employers to stay informed about industry trends, job requirements, and opportunities for work-based learning experiences. Collaborate with industry partners to ensure that career pathways are aligned with industry standards and expectations.<br><br>Advisory Committees: Form advisory committees comprised of representatives from key industries, post-secondary institutions, community organizations, and workforce development agencies. These committees can provide valuable feedback and guidance on the design and implementation of career pathways, ensuring their relevance and effectiveness. |

| 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 |
|---|---|---|---|
| | | career counseling, financial aid assistance, and other resources to help them navigate their pathway from high school to college and/or career. This support is especially important for first-generation college students and those from underserved communities.<br><br>By continuing to plan and staff for career opportunities through the development of pathways with A-G designation, schools can better prepare students for success in both college and career, equipping them with the knowledge, skills, and experiences they need to thrive in the 21st-century workforce. | Student and Alumni Surveys: Administer surveys to current students and alumni to gather feedback on their career interests, aspirations, and experiences within career pathways. Use this data to assess the effectiveness of existing pathways and identify areas for improvement or expansion.<br><br>Performance Metrics: Establish performance metrics and benchmarks to track the success of career pathways, such as student enrollment and completion rates, attainment of industry-recognized credentials, post-secondary enrollment and employment outcomes, and employer satisfaction with program graduates.<br><br>Program Evaluation: Conduct regular evaluations of career pathways to assess their impact on student |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | learning, skill development, and post-secondary outcomes. Use qualitative and quantitative data to measure the effectiveness of instructional practices, curriculum alignment, and student support services within career pathways.<br><br>Continuous Improvement: Use data-driven insights from monitoring and evaluation efforts to make informed decisions about programmatic changes and improvements. Continuously review and update career pathways to ensure they remain responsive to changing workforce needs and student interests. |
| **1.2** | **Action:**<br>Identify first time college bound students<br><br>**Need:**<br>identifying first-time college-bound students and providing them with the support and resources they need to successfully navigate the college application and enrollment process is crucial for institutional success.<br><br>**Scope:** | Student Surveys: Administer surveys to high school students to gather information about their post-secondary plans and aspirations. Include questions about whether they plan to attend college, their intended major or career path, and any concerns or barriers they may face in pursuing higher education.<br><br>College and Career Readiness Assessments: Use college and career readiness assessments, such as the SAT, ACT, or PSAT/NMSQT, to identify | Intent to Attend College: Survey students to determine their intentions regarding post-secondary education. Include questions about whether they plan to attend college, their preferred type of institution (e.g., four-year university, community college), and their |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Schoolwide | students who are likely to pursue post-secondary education. These assessments can provide insights into students' academic strengths and areas for improvement, as well as their readiness for college-level coursework.<br><br>Academic Records: Review students' academic records, including grades, transcripts, and standardized test scores, to identify those who have demonstrated academic potential and are likely candidates for college admission. Pay attention to students who have taken rigorous coursework, such as Advanced Placement (AP) or International Baccalaureate (IB) classes.<br><br>Guidance Counselor Input: Consult with guidance counselors and school staff who work closely with students to identify individuals who have expressed an interest in attending college or who may benefit from additional support in the college application process. Guidance counselors can provide valuable insights into students' aspirations and needs.<br><br>College and Career Workshops: Host college and career workshops or information sessions to educate students about the college application process, financial aid options, and available resources. Encourage students to attend these events and provide opportunities for them to ask questions and seek guidance from counselors or college advisors.<br><br>Parental Involvement: Engage parents and guardians in discussions about their children's post-secondary plans and encourage them to | intended major or field of study.<br><br>Academic Performance: Evaluate students' academic performance based on factors such as GPA, class rank, and performance in rigorous coursework (e.g., Advanced Placement or International Baccalaureate courses). Students who demonstrate strong academic achievement are more likely to pursue higher education.<br><br>Standardized Test Scores: Review students' scores on college entrance exams such as the SAT or ACT. High scores on these tests are often indicative of college readiness and may suggest students' likelihood of pursuing post-secondary education.<br><br>Participation in College Preparatory Programs: Identify students who participate in college preparatory programs or initiatives such as AVID |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | support their children's college aspirations. Provide resources and information to parents about the college application process and financial aid opportunities.<br><br>Early College Programs: Identify students who participate in early college programs, dual enrollment courses, or other initiatives that provide opportunities for high school students to earn college credits or explore college-level coursework. These students may be more likely to pursue post-secondary education after high school.<br><br>Tracking Systems: Implement tracking systems or databases to monitor students' progress towards college readiness and identify those who may need additional support or intervention. Regularly review and update these systems to ensure accuracy and completeness of data.<br><br>By using a combination of these strategies, schools and districts can effectively identify first-time college-bound students and provide them with the support and resources they need to successfully navigate the college application and enrollment process | (Advancement Via Individual Determination), Upward Bound, or college readiness workshops. These programs are designed to help students prepare for college and increase their likelihood of enrollment.<br><br>Completion of College Preparatory Courses: Track students' completion of college preparatory courses, including requirements for A-G courses (for students in California) or similar college preparatory curricula. Completion of these courses signals students' readiness for college-level coursework.<br><br>Engagement in Extracurricular Activities: Create and provide surveys to be completed by students to assess their involvement in extracurricular activities, leadership roles, and community service. Active participation in extracurriculars can demonstrate students' |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | leadership skills, initiative, and commitment to personal and academic growth, all of which are valued by colleges and universities. Survey results will be shared with school administrators.<br><br>Attendance and Behavior: Monitor students' attendance and behavior records to identify those who demonstrate a strong commitment to their education and exhibit positive behavior conducive to academic success. Consistent attendance and positive behavior are important indicators of college readiness.<br><br>College and Career Planning Activities: Track students' participation in college and career planning activities such as college fairs, campus visits, career exploration workshops, and individualized counseling sessions. Active engagement in these activities demonstrates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | students' proactive approach to planning for their future education and career goals. The counselors compile and share the data with school administrators. |
| **1.3** | **Action:**<br>Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.<br><br>**Need:**<br>WUSD aims to provide a comprehensive and supportive educational environment that fosters academic excellence, personal growth, and lifelong success for all students.<br><br>**Scope:**<br>Schoolwide | Expanded Course Offerings:<br>Collaborate with Mendocino College to increase the range of available courses, ensuring that students have access to both core academic subjects and elective courses that match their interests and career goals.<br>Counseling and Advising:<br>Provide dedicated counseling services to assist students in selecting appropriate dual enrollment courses, navigating the application process, and understanding the benefits of earning college credits while in high school.<br>Awareness Campaigns:<br>Conduct informational sessions for students and parents to promote the benefits of dual enrollment, including college readiness, cost savings, and accelerated degree completion.<br>Support Services:<br>Offer tutoring, study groups, and academic workshops specifically designed for dual enrollment students to help them succeed in college-level coursework.<br>Academic Decathlon<br>Team Recruitment and Preparation:<br>Actively recruit students from diverse academic backgrounds to form well-rounded teams. Provide training sessions, study materials, and practice exams to prepare students for competition. | Monitoring and Measuring Success<br>To ensure the effectiveness and continuous improvement of these enrichment programs, WUSD will implement the following monitoring and evaluation strategies:<br><br>Data Collection and Analysis:<br>Track enrollment numbers, course completion rates, and academic performance of students participating in dual enrollment, Academic Decathlon, and early child mentoring programs.<br>Surveys and Feedback:<br>Conduct regular surveys of students, parents, and teachers to gather feedback on the quality and impact of the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Mentorship and Coaching:<br>Engage teachers, alumni, and community volunteers to mentor and coach Academic Decathlon participants, helping them develop strong study habits, teamwork skills, and subject matter expertise.<br>Competitions and Events:<br>Host local Academic Decathlon competitions and participate in regional and state-level events to give students the opportunity to showcase their knowledge and compete against peers.<br>Recognition and Rewards:<br>Recognize and celebrate the achievements of Academic Decathlon participants through awards, certificates, and special events to motivate and encourage continued participation.<br>Early Child Mentoring<br>Mentor Training Programs:<br>Provide comprehensive training for high school students who wish to become mentors, covering topics such as child development, effective communication, and mentoring best practices.<br>Partnerships with Elementary Schools:<br>Establish partnerships with local elementary schools to create structured mentoring programs where high school students can support younger students academically and socially.<br>Regular Interaction and Activities:<br>Facilitate regular mentoring sessions and activities, including tutoring, reading programs, and social-emotional learning workshops, to foster meaningful connections between mentors and mentees.<br>Feedback and Evaluation:<br>Implement systems for monitoring and evaluating the effectiveness of the mentoring program, | programs, identifying areas for improvement.<br>Performance Metrics:<br>Establish clear performance metrics, such as college credit accumulation, competition results, and mentor-mentee progress, to measure the success of each program.<br>Annual Review:<br>Perform an annual review of the programs, incorporating data analysis and feedback to make informed decisions about program enhancements and resource allocation.<br>By continuing to offer and enhance these enrichment opportunities, WUSD aims to provide a comprehensive and supportive educational environment that fosters academic excellence, personal growth, and lifelong success for all students. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | gathering feedback from mentors, mentees, and teachers to continuously improve the initiative. | |
| **1.4** | **Action:**<br>Maintain number of elementary teachers to support class size reduction.<br><br>**Need:**<br>To ensure effective learning environments by maintaining an optimal student-teacher ratio in elementary classrooms, thereby improving student outcomes and overall educational quality.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | Budget Allocation:<br><br>Prioritize funding for hiring and retaining elementary teachers in the district's annual budget.<br>Explore and apply for grants aimed at supporting class size reduction initiatives.<br>Teacher Recruitment and Retention:<br><br>Implement targeted recruitment campaigns to attract qualified elementary teachers.<br>Offer competitive salaries and benefits to make WUSD an attractive place for educators to work.<br>Provide professional development opportunities to support teacher growth and job satisfaction.<br>Establish a mentorship program for new teachers to help them integrate into the school community and develop their teaching skills.<br>Class Size Monitoring:<br><br>Regularly monitor class sizes across all elementary schools to ensure they remain within the desired range.<br>Adjust teacher assignments and student placements as needed to maintain balanced class sizes.<br>Community Engagement: | Student-Teacher Ratio<br>Definition: The average number of students per teacher.<br>Target: Specific ratios tailored to grade levels (e.g., 20:1 for lower grades, 25:1 for upper grades).<br>Measurement: Total number of students divided by the total number of teachers per grade level or school.<br><br>Class Size Distribution<br>Definition: The number of classes and their respective sizes across the school or district.<br>Target: Uniform distribution of class sizes within optimal ranges.<br>Measurement: Number of classes falling within specific size ranges (e.g., |

| 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 |
|---|---|---|---|
| | | Engage parents and community members in discussions about the importance of maintaining small class sizes.<br>Build community support for funding initiatives that prioritize hiring and retaining teachers.<br>Partnerships and Collaborations:<br><br>Collaborate with local universities and teacher education programs to create a pipeline of qualified teacher candidates.<br>Partner with educational organizations to share resources and best practices for maintaining small class sizes.<br>Policy Advocacy:<br><br>Advocate for policies at the local and state level that support funding for class size reduction and teacher recruitment efforts.<br>Monitoring and Evaluation<br>Student-Teacher Ratio Reports:<br><br>Generate regular reports on student-teacher ratios in each elementary school.<br>Use these reports to identify and address any discrepancies in class sizes.<br>Teacher Feedback:<br><br>Conduct surveys and feedback sessions with teachers to understand their needs and challenges related to class size.<br>Use this feedback to make informed decisions about staffing and resource allocation.<br>Student Performance Data: | 15-20, 21-25 students) and identify outliers.<br><br>Academic Performance<br>Definition: Student achievement metrics such as test scores, grades, and proficiency levels.<br>Target: Improvements in academic outcomes related to reduced class sizes.<br>Measurement: Analysis of standardized test scores, report card grades, and subject-specific proficiency before and after class size reduction.<br><br>Teacher Satisfaction and Retention<br>Definition: Levels of teacher job satisfaction and retention rates.<br>Target: Increased satisfaction and lower turnover rates.<br>Measurement: Annual teacher surveys and tracking retention statistics.<br><br>Student Engagement and Behavior<br>Definition: Levels of student engagement and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Track and analyze student performance data to assess the impact of class size on academic outcomes.<br>Use this data to support the case for maintaining small class sizes.<br>Budget Reviews:<br><br>Perform regular budget reviews to ensure that funds allocated for maintaining teacher numbers are being used effectively.<br>Adjust budget allocations as needed based on the outcomes of these reviews.<br>Community Feedback:<br><br>Gather feedback from parents and community members on the perceived impact of class size reduction efforts.<br>Use this feedback to refine strategies and build ongoing support for these initiatives.<br>By implementing these strategies, WUSD can maintain a sufficient number of elementary teachers to support class size reduction, thereby fostering a more conducive learning environment for all students. | incidence of behavioral issues.<br>Target: Higher engagement and fewer behavioral problems.<br>Measurement: Student engagement surveys, classroom observation reports, and behavior incident logs.<br><br>Parental Satisfaction<br>Definition: Parental perceptions of class size and its impact on education.<br>Target: High levels of satisfaction with class sizes.<br>Measurement: Parent feedback through surveys and meetings.<br><br>Resource Allocation Efficiency<br>Definition: Effective use of financial and human resources.<br>Target: Optimal budget use to support class size reduction.<br>Measurement: Budget analysis reports, teacher hiring data, and resource distribution reviews. |

| 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 |
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| | | | Enrollment and Capacity Management<br>Definition: Balance between student enrollment numbers and classroom capacity.<br>Target: Maintain manageable class sizes within existing facilities.<br>Measurement: Enrollment statistics compared to classroom and school capacity.<br><br>Individualized Student Support<br>Definition: Access to tailored academic and social-emotional support services.<br>Target: Increased individual attention and support.<br>Measurement: Student support plans, intervention logs, and service utilization rates.<br><br>Professional Development Impact<br>Definition: Effectiveness of teacher training related to managing smaller classes.<br>Target: Enhanced teacher skills and strategies for small class instruction. |

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| | | | Measurement:<br>Professional development attendance, feedback surveys, and observed changes in teaching practices.<br><br>Equity in Education<br>Definition: Ensuring equitable class sizes across different schools and demographics.<br>Target: Fair distribution of resources and class sizes.<br>Measurement:<br>Comparison of class sizes and resource allocation across schools and demographic groups. |
| **2.2** | **Action:**<br>Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all students, including unduplicated students, with access to technology as needed.<br><br>**Need:**<br>Implementing these strategies and monitoring these metrics, WUSD can effectively maintain a 1:1 computer ratio, ensuring all students have the technology they need to succeed academically.<br><br>**Scope:** | To effectively maintain a 1:1 computer ratio and ensure all students, including unduplicated students, have access to technology, WUSD can implement the following strategies and metrics:<br><br>Strategies for Maintaining a 1:1 Computer Ratio<br>Inventory Management:<br><br>Regularly update the inventory of computers and auxiliary equipment.<br>Track the condition and usage of devices to anticipate replacement needs.<br>Funding and Budget Allocation:<br><br>Allocate a specific budget for purchasing new computers and auxiliary equipment. | Metrics to Monitor and Maintain a 1:1 Computer Ratio<br>Device Distribution Metrics:<br><br>Number of Devices Distributed: Track the total number of devices distributed to students each year.<br>Student Access Rate: Percentage of students with access to a personal device. |

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| | LEA-wide | Seek grants and partnerships with technology companies to supplement funding.<br>Maintenance and Repairs:<br><br>Establish a maintenance schedule and a repair process to keep devices in working order.<br>Create a system for students and teachers to report issues promptly.<br>Replacement Cycle:<br><br>Implement a replacement cycle to ensure outdated or malfunctioning devices are replaced timely.<br>Plan for periodic upgrades to keep up with technological advancements.<br>Distribution and Collection:<br><br>Develop a distribution plan to ensure every student receives a device.<br>Create protocols for collecting devices at the end of the school year or when students leave the district.<br>Professional Development:<br><br>Provide training for teachers and staff on integrating technology into the curriculum.<br>Offer workshops for students and parents on using the devices effectively.<br>Equity and Access:<br><br>Ensure all students, especially unduplicated students, have equal access to devices and internet connectivity.<br>Provide hotspots or internet subsidies for students without home internet access. | Inventory and Replacement Metrics:<br><br>Device Condition Reports: Regular assessments of device conditions (e.g., working, needs repair, outdated).<br>Replacement Rate: Percentage of devices replaced annually according to the replacement cycle.<br>Usage and Engagement Metrics:<br><br>Login and Usage Data: Monitor how frequently students log in and use their devices for educational purposes.<br>Engagement in Digital Learning: Measure student engagement in digital learning activities and assignments.<br>Support and Maintenance Metrics:<br><br>Repair Turnaround Time: Average time taken to repair or replace faulty devices.<br>Help Desk Tickets: Number and types of help |

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| | | Maintain District-wide Director of Technology and staff in order to support the implementation of classroom technology. | desk tickets related to device issues.<br>Training and Professional Development Metrics:<br><br>Training Participation Rates: Percentage of teachers and staff participating in technology training sessions.<br>Feedback on Training: Satisfaction levels and effectiveness of professional development as reported by participants.<br>Equity and Access Metrics:<br><br>Device Distribution by Demographics: Track device distribution across different student demographics to ensure equity.<br>Internet Access Rate: Percentage of students with reliable internet access at home.<br>Academic Performance Metrics:<br><br>Impact on Learning Outcomes: Analyze how access to technology impacts student learning |

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| | | | outcomes, grades, and standardized test scores.<br>Digital Literacy Skills: Assess students' proficiency in digital literacy and technology use.<br>By implementing these strategies and monitoring these metrics, WUSD can effectively maintain a 1:1 computer ratio, ensuring all students have the technology they need to succeed academically. |
| **2.3** | **Action:**<br>Continued Professional development directed by Executive Director or site leadership, with input from SBDM.<br><br>**Need:**<br>WUSD continues to ensure that educators are well-equipped to support students' diverse needs and help them achieve academic, social, and emotional success.<br><br>**Scope:** | Professional development is essential for ensuring that teachers, staff, and administrators are well-equipped to support students' academic, social, and emotional growth. Based on the goals and initiatives outlined for WUSD, here are some key areas of professional development needs:<br><br>Professional Development Needs<br>Technology Integration and Digital Literacy:<br><br>Effective Use of Educational Technology: Training on integrating technology into the curriculum to enhance teaching and learning. | To effectively measure the impact and success of professional development (PD) initiatives in the Willits Unified School District (WUSD), it is important to establish clear, quantifiable metrics. These metrics will help to evaluate the effectiveness of PD programs, identify areas for improvement, and ensure that the PD |

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| | LEA-wide<br>Schoolwide | Digital Literacy for Students: Techniques for teaching digital literacy skills to students.<br>Online and Blended Learning: Best practices for online and blended learning environments, including remote teaching strategies.<br>Language Acquisition and Literacy:<br><br>ELL Instruction: Strategies for teaching English Language Learners, including differentiation and language development programs.<br>Reading Intervention Programs: Training on specific reading intervention programs like Lexia and Flocabulary.<br>Literacy Instruction: Techniques for improving literacy instruction across grade levels, with a focus on foundational skills in early grades and remedial support in higher grades.<br>Mathematical Literacy:<br><br>Math Instructional Strategies: Effective methods for teaching math, including hands-on learning, problem-solving, and critical thinking skills.<br>Supporting Struggling Learners: Intervention strategies for students who need additional support in math.<br>Social-Emotional Learning (SEL) and Trauma-Informed Practices:<br><br>SEL Curriculum: Implementing and integrating SEL into daily classroom activities.<br>Trauma-Informed Care: Understanding the impact of trauma on learning and behavior and using trauma-informed practices to support students.<br>Conflict Resolution and Restorative Practices: Training on restorative practices and conflict resolution to create a positive school climate. | efforts are aligned with district goals. Here are some suggested metrics:<br><br>1. Participation and Engagement<br>Attendance Rates: Track the number of teachers, staff, and administrators who attend PD sessions.<br>Completion Rates: Measure the percentage of participants who complete multi-session PD programs.<br>Engagement Levels: Use surveys and feedback forms to assess participants' engagement and satisfaction with the PD sessions.<br>2. Knowledge and Skill Acquisition<br>Pre- and Post-Assessment Scores: Administer assessments before and after PD sessions to measure the increase in participants' knowledge and skills.<br>Self-Assessment Surveys: Have participants rate their own confidence and competency levels before and after PD sessions. |

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| | | College and Career Readiness:<br><br>Career Pathways and CTE Programs: Developing and supporting career and technical education pathways, including A-G courses and dual enrollment opportunities.<br>College Counseling: Providing guidance on college admissions, financial aid, and career planning.<br>Data-Driven Instruction:<br><br>Using Data to Inform Instruction: Training on collecting, analyzing, and using student data to drive instructional decisions and improve student outcomes.<br>MTSS Implementation: Multi-Tiered System of Supports (MTSS) training to help identify and support students' academic and behavioral needs.<br>Inclusive Education and Special Education:<br><br>Differentiation Strategies: Techniques for differentiating instruction to meet the diverse needs of all learners.<br>Special Education Best Practices: Strategies for supporting students with special needs, including developing and implementing IEPs and 504 plans.<br>Universal Design for Learning (UDL): Training on UDL principles to create flexible learning environments that accommodate diverse learners.<br>Cultural Competency and Equity:<br><br>Cultural Awareness: Building cultural competency to better understand and support the diverse student population. | 3. Application and Implementation<br>Classroom Observations: Conduct observations to see if and how teachers are implementing new strategies and practices learned during PD sessions.<br>Teacher Portfolios: Review portfolios that include lesson plans, student work samples, and reflections on how PD has influenced their teaching.<br>4. Student Outcomes<br>Academic Performance: Track changes in student performance on standardized tests, benchmark assessments, and classroom grades in subjects related to the PD focus areas (e.g., math, reading, technology).<br>Behavioral Indicators: Monitor changes in student attendance, behavior incidents, and engagement in classrooms where teachers have participated in PD.<br>Social-Emotional Learning (SEL): Measure improvements in SEL competencies through |

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| | | Equity in Education: Strategies for promoting equity and addressing disparities in educational outcomes.<br>Professional Learning Communities (PLCs):<br><br>Collaboration and Team Building: Facilitating effective collaboration among teachers through PLCs.<br>Continuous Improvement: Using PLCs to focus on continuous improvement and shared accountability for student success.<br>Leadership and Administration:<br><br>Instructional Leadership: Training for administrators on instructional leadership and supporting teachers in their professional growth.<br>School Climate and Culture: Developing strategies to foster a positive school climate and culture. | surveys and behavior checklists.<br>5. Teacher and Staff Retention<br>Retention Rates: Monitor the retention rates of teachers and staff who participate in PD compared to those who do not.<br>Promotion Rates: Track the number of teachers and staff who advance to leadership roles or receive promotions after engaging in PD programs.<br>6. Collaboration and Professional Growth<br>PLC Participation: Measure the frequency and quality of teacher participation in Professional Learning Communities (PLCs).<br>Collaboration Indicators: Use surveys and interviews to assess the level of collaboration and shared practices among teachers following PD.<br>7. Feedback and Satisfaction<br>PD Feedback Forms: Collect feedback from participants after each PD session to gauge their |

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| | | | satisfaction and gather suggestions for improvement.<br>Long-Term Follow-Up Surveys: Conduct follow-up surveys several months after PD sessions to assess the long-term impact and continued relevance of the training.<br>8. Resource Utilization<br>Utilization Rates: Track the usage rates of new tools, resources, or technologies introduced during PD sessions.<br>Support Requests: Monitor the number of requests for additional support or coaching related to PD topics.<br>Implementation and Monitoring Plan<br>Establish Baselines:<br><br>Before implementing new PD initiatives, establish baseline data for all metrics to compare against future results.<br>Data Collection Tools:<br><br>Develop or adopt tools such as surveys, assessment instruments, observation checklists, |

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| | | | and data tracking systems to collect relevant data.<br>Regular Monitoring:<br><br>Conduct regular check-ins and data reviews (e.g., quarterly) to monitor progress and make adjustments to PD programs as needed.<br>Reporting:<br><br>Create regular reports to share with stakeholders, including school board members, administrators, teachers, and the community, highlighting the impact and effectiveness of PD initiatives.<br>Continuous Improvement:<br><br>Use the data collected to inform continuous improvement cycles, refining and enhancing PD programs based on feedback and outcomes.<br>By using these metrics, WUSD can ensure that its professional development initiatives are effective, impactful, and aligned with the district's goals of improving teaching |

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| | | | practices and student outcomes. |
| **2.4** | **Action:**<br>Prioritizing language acquisition, mathematical literacy, and technological literacy.<br><br>**Need:**<br>By prioritizing language acquisition, mathematical literacy, and technological literacy, WUSD can address critical educational needs, promote equity, and ensure that all students are prepared for future success.<br><br>**Scope:**<br>LEA-wide | Target Groups: English Learners (EL), Unduplicated Students, Foster Children, and Homeless Students<br><br>1. Language Acquisition<br>Goals:<br><br>Improve English proficiency for EL students.<br>Enhance overall literacy skills for unduplicated, foster, and homeless students.<br>Actions:<br><br>Specialized Instruction: Implement targeted language development programs, including ESL (English as a Second Language) and bilingual education.<br>Professional Development: Provide regular training for teachers on effective strategies for language acquisition and literacy instruction.<br>Supplemental Programs: Offer after-school tutoring and summer programs focused on language skills. | Implementation and Monitoring Plan<br>1. Establish Baselines:<br><br>Collect initial data on current student performance and resource availability.<br>2. Data Collection Tools:<br><br>Develop tools such as surveys, assessment instruments, and data tracking systems to gather relevant data.<br>3. Regular Monitoring:<br><br>Conduct quarterly reviews to monitor progress and make necessary adjustments.<br>4. Stakeholder Reporting: |

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| | | Parental Involvement: Engage parents through workshops and resources to support language development at home.<br>Metrics:<br><br>ELPAC Scores: Track progress in English Language Proficiency Assessments for California (ELPAC).<br>Reading Levels: Use standardized reading assessments to monitor improvements in literacy.<br>Participation Rates: Measure participation in supplemental language programs and workshops.<br>Teacher Training Attendance: Record attendance and feedback from PD sessions on language acquisition.<br>2. Mathematical Literacy<br>Goals:<br><br>Increase proficiency in mathematics for all targeted groups.<br>Provide additional support for students struggling with math concepts.<br>Actions:<br><br>Innovative Teaching Methods: Integrate technology and hands-on learning to make math more engaging.<br>Intervention Programs: Offer RTI (Response to Intervention) and tutoring services for students needing extra help.<br>Enrichment Opportunities: Provide advanced math programs for students who excel.<br>Professional Development: Train teachers on effective math instruction techniques.<br>Metrics: | Create reports to share progress with stakeholders, including school board members, administrators, teachers, and parents.<br>5. Continuous Improvement:<br><br>Use data to refine and enhance instructional strategies, PD programs, and resource allocation.<br>By prioritizing language acquisition, mathematical literacy, and technological literacy for EL, unduplicated, foster, and homeless students, WUSD can ensure these students receive the targeted support they need to succeed academically and beyond. |

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| | | Math Assessment Scores: Monitor performance on state and district math assessments.<br>Benchmark Testing: Use interim tests to track progress and adjust instruction as needed.<br>RTI Participation and Outcomes: Measure the number of students participating in intervention programs and their progress.<br>Teacher Training Attendance: Track participation in PD sessions focused on math instruction.<br>3. Technological Literacy<br>Goals:<br><br>Ensure students are proficient in essential digital skills.<br>Integrate technology seamlessly into the curriculum.<br>Actions:<br><br>Access to Devices: Maintain a 1:1 computer ratio, ensuring all students have access to personal computing devices.<br>Digital Skills Curriculum: Implement a curriculum that teaches essential digital skills and safe technology use.<br>Professional Development: Provide training for teachers on integrating technology into their instruction.<br>Tech Support: Offer technical support to ensure all students can effectively use their devices and digital tools.<br>Metrics:<br><br>Technology Usage Logs: Monitor the use of technology in classrooms.<br>Digital Literacy Assessments: Measure students' proficiency in digital skills. | |

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| | | Student Projects: Evaluate student projects that incorporate technology to assess practical application skills.<br>Teacher Training Attendance: Track participation in tech integration training sessions.<br>Additional Support for Targeted Groups<br>For Foster and Homeless Students:<br><br>Stability and Support:<br><br>Consistent Caregivers: Ensure stable placements with caregivers who prioritize education.<br>Mentorship Programs: Pair students with supportive adults for guidance and academic support.<br>Access to Resources: Provide essential resources such as school supplies, textbooks, and tutoring services.<br>Trauma-Informed Care: Implement practices to create a supportive learning environment.<br>Metrics:<br><br>Resource Access Tracking: Monitor the distribution and use of educational resources.<br>Mentorship Participation: Track the number of students involved in mentorship programs.<br>School Stability: Measure the number of school changes and their impact on academic performance. | |
| **2.6** | **Action:**<br>Continue implementation of TK transition to Kinder.<br><br>**Need:** | Continuing the implementation of the Transitional Kindergarten (TK) to Kindergarten transition program is essential for ensuring that students have a smooth and successful transition into elementary school. Here are some key points to consider for this implementation: | Establish Clear Goals and Objectives: Define specific goals and objectives for the TK to Kindergarten transition program, outlining what you aim to |

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| | Use of ELOP monies and adhering to state adopted protocols and procedures is mandatory and beneficial to the Willits Community<br><br>**Scope:**<br>Schoolwide | Early Childhood Development: Recognize the importance of early childhood development and the role that TK plays in providing a developmentally appropriate educational experience for younger learners.<br><br>Curriculum Alignment: Ensure that the TK curriculum aligns with the Kindergarten curriculum, providing a seamless transition for students as they move from TK to Kindergarten.<br><br>Social-Emotional Support: Offer social-emotional support and guidance to students during the transition process, helping them develop the skills needed to succeed in a classroom setting.<br><br>Parent Engagement: Engage parents and caregivers in the transition process, providing them with resources and information to support their child's transition to Kindergarten.<br><br>Professional Development: Provide professional development opportunities for teachers and staff involved in the transition program, equipping them with the knowledge and skills needed to support students effectively.<br><br>Assessment and Monitoring: Implement ongoing assessment and monitoring of student progress during the transition period, identifying areas of strength and areas needing additional support.<br><br>Collaboration with Community Partners: Collaborate with community partners, such as preschools, childcare centers, and other early | achieve in terms of student readiness, parent engagement, teacher support, and program effectiveness.<br><br>Develop Monitoring Tools: Create monitoring tools and instruments to collect data on various aspects of the transition program, such as student outcomes, parent satisfaction, teacher perceptions, and program fidelity. These tools may include surveys, observation checklists, assessment data, and documentation of program activities.<br><br>Collect Baseline Data: Gather baseline data before implementing the transition program to establish a starting point for comparison. This may include student readiness assessments, parent surveys, teacher feedback, and observations of current transition practices.<br><br>Regular Data Collection: Implement a schedule for |

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| | | childhood education providers, to ensure a coordinated approach to the transition process.<br><br>Individualized Support: Offer individualized support to students who may need additional assistance during the transition, such as English Language Learners, students with special needs, or students facing socio-economic challenges.<br><br>Communication: Maintain open communication channels between TK and Kindergarten teachers, administrators, and families to share information and address any concerns or questions that may arise.<br><br>Continuous Improvement: Continuously evaluate and improve the TK to Kindergarten transition program based on feedback from stakeholders, assessment data, and best practices in early childhood education. | regular data collection throughout the implementation of the transition program. This may involve administering assessments, surveys, or checklists at key points during the school year to track progress and gather feedback from stakeholders.<br><br>Collaborate with Stakeholders: Engage with stakeholders, including teachers, administrators, parents, and community partners, to gather input and feedback on the transition program. This collaboration can provide valuable insights into the program's strengths, weaknesses, and areas for improvement.<br><br>Review and Analyze Data: Review and analyze the data collected to assess the effectiveness of the transition program. Look for trends, patterns, and areas of concern that may indicate areas needing attention or adjustment. |

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| | | | Adjust Implementation as Needed: Use the findings from data analysis to make informed decisions about adjustments or improvements to the transition program. This may involve modifying program activities, providing additional support or resources, or refining program goals and objectives.<br><br>Communicate Findings: Share the findings from the monitoring process with stakeholders, including teachers, administrators, parents, and community members. Transparency and communication about the program's progress and outcomes are essential for maintaining support and engagement.<br><br>Continuous Improvement: Use the monitoring process as an opportunity for continuous improvement. Regularly revisit program goals and objectives, solicit feedback from stakeholders, and |

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| | | | make adjustments based on data-driven decision-making to ensure the transition program is meeting the needs of students, families, and educators.<br><br>By implementing a systematic approach to monitoring the TK to Kindergarten transition program, WUSD can ensure that it is effectively supporting students' successful transition to elementary school and laying the foundation for their academic and social-emotional development. |
| **2.8** | **Action:**<br>Maintain aides as appropriate levels at elementary and Special Education in WUSD.<br><br>**Need:** | Maintaining aides at appropriate levels in elementary and special education is essential for providing support to students who may require additional assistance to succeed academically and thrive in the school environment. Here are some | Student-to-Aide Ratio: Calculate the average ratio of students to aides in elementary and special education classrooms. This can help determine if |

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| | WUSD can ensure that aides are effectively utilized and allocated to meet the diverse needs of students in elementary and special education settings<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | steps to ensure that aides are effectively utilized and allocated:<br><br>Assess Student Needs: Conduct assessments and evaluations to identify students who would benefit from additional support in the classroom. This may include students with disabilities, English language learners, or those who require accommodations or modifications to their learning environment.<br><br>Develop Individualized Education Plans (IEPs): For students with disabilities, collaborate with the student's IEP team, which may include parents, teachers, special education staff, and other professionals, to develop individualized education plans that outline the student's goals, needs, and required support services, including the use of aides.<br><br>Determine Aide Roles and Responsibilities: Clearly define the roles and responsibilities of aides to ensure they are utilized effectively and efficiently. This may include providing support during instruction, facilitating small group activities, assisting with classroom management, or providing one-on-one assistance to students as needed.<br><br>Provide Adequate Training and Support: Ensure that aides receive appropriate training and support to fulfill their roles effectively. This may include training on instructional strategies, behavior management techniques, communication skills, and understanding the needs of students with disabilities or other special needs. | there are enough aides to provide sufficient support to students with diverse needs.<br><br>Caseload Distribution: Evaluate the distribution of aides across different grade levels, classrooms, and special education programs to ensure equitable support for all students. Monitor caseloads to identify any imbalances or areas where additional support may be needed.<br><br>IEP Compliance: Monitor compliance with Individualized Education Plans (IEPs) for students receiving special education services. Assess whether the required support services, including aide assistance, are being provided as outlined in each student's IEP.<br><br>Student Progress and Achievement: Track the academic and functional progress of students who receive support from |

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| | | Monitor Aide Performance: Regularly monitor and evaluate the performance of aides to ensure they are meeting the needs of students and fulfilling their assigned responsibilities. Provide feedback, coaching, and professional development opportunities as needed to support their growth and effectiveness.<br><br>Collaborate with Teachers and Staff: Foster collaboration and communication between aides, teachers, and other school staff to ensure alignment and coordination of support services. Encourage regular meetings, sharing of information, and collaboration on instructional planning and student interventions.<br><br>Review and Adjust Allocation of Aides: Periodically review the allocation of aides to ensure that resources are being distributed equitably and effectively across classrooms and student populations. Adjustments may be necessary based on changes in student needs, enrollment, or program priorities.<br><br>Advocate for Adequate Funding: Advocate for adequate funding and resources to support the hiring and retention of aides at appropriate levels. This may involve working with district administrators, school board members, and community stakeholders to prioritize funding for support staff positions. | aides. Assess whether students are making appropriate gains and achieving their individualized goals with the assistance of aides.<br><br>Staff Feedback and Satisfaction: Survey aides, teachers, and other school staff to gather feedback on the adequacy of aide support levels. Assess staff satisfaction with the amount of support provided and identify any areas for improvement or additional resources.<br><br>Behavioral and Classroom Management: Evaluate the impact of aides on classroom behavior and management. Monitor changes in student behavior, classroom dynamics, and teacher workload to determine the effectiveness of aide support in promoting a positive learning environment.<br><br>Parent and Guardian Feedback: Solicit feedback from parents and |

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| | | | guardians of students who receive support from aides. Gather input on the perceived impact of aide assistance on their child's education and overall experience in school.<br><br>Retention and Turnover Rates: Track the retention and turnover rates of aides to assess the stability of the support staff workforce. High turnover rates may indicate challenges with recruitment, retention, or job satisfaction that could impact the adequacy of aide support levels. |
| **2.11** | **Action:**<br>All students will continue to have access to California State Standards aligned instructional materials.<br><br>**Need:**<br>Regularly assessing the availability and alignment of instructional materials, WUSD can ensure that students have access to resources that support their learning and help them achieve mastery of the California State Standards.<br><br>**Scope:** | Curriculum Alignment: Regularly review and align instructional materials with California State Standards to ensure that they are up-to-date and effectively support student learning objectives.<br><br>Equitable Distribution: Ensure that all classrooms and schools within WUSD have access to the same high-quality instructional materials, regardless of geographic location or socioeconomic status.<br><br>Accessibility: Provide instructional materials in formats that are accessible to all students, including those with disabilities or special needs. This may involve offering materials in alternative | Inventory Assessment: Conducting periodic inventories of instructional materials across all grade levels and subject areas to identify the types and quantities of materials available in each classroom or learning environment.<br><br>Alignment Analysis: Reviewing the identified instructional materials to determine their alignment |

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| | LEA-wide<br>Schoolwide | formats such as large print, braille, or digital formats compatible with assistive technologies.<br><br>Diverse Content: Offer instructional materials that reflect the diversity of WUSD's student population and promote inclusive learning environments. Include materials that represent various cultures, backgrounds, and perspectives to engage and support all students.<br><br>Professional Development: Provide training and support for teachers to effectively use California State Standards-aligned instructional materials in their classrooms. Offer professional development opportunities focused on curriculum implementation, differentiation, and instructional best practices.<br><br>Feedback and Evaluation: Gather feedback from teachers, students, and parents/guardians on the effectiveness of instructional materials in supporting student learning. Use this feedback to make informed decisions about the selection and adaptation of materials to better meet the needs of all learners.<br><br>Ongoing Review and Revision: Regularly review and update instructional materials to reflect changes in California State Standards and educational best practices. Monitor student performance data to evaluate the effectiveness of materials and make adjustments as needed to improve student outcomes. | with the California State Standards. This analysis could be conducted by curriculum specialists, instructional coaches, or subject matter experts.<br><br>Student, Staff, and Parent feedback.<br><br>Regular Monitoring: Continuously monitor the availability over time to track changes in the alignment of instructional materials and identify areas for improvement. |
| **2.14** | **Action:** | Program Leadership: An Executive Director can provide strategic leadership and direction for EL | EL Student Progress: Monitor the academic |

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| | Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs<br><br>**Need:**<br>Executive Director of Student Programs dedicated to overseeing EL programs ensures that the district maintains a strong focus on meeting the needs of EL students, promoting their academic success, and fostering equity and inclusion in the educational system.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | programs, ensuring alignment with district goals, state standards, and best practices in language acquisition and bilingual education.<br><br>Program Evaluation and Monitoring: The Executive Director can oversee the evaluation of EL programs to assess their effectiveness in meeting the needs of students. This includes monitoring student progress, analyzing assessment data, and identifying areas for improvement.<br><br>Compliance and Accountability: The Executive Director can ensure that EL programs comply with federal and state regulations, including requirements related to program design, instructional materials, staffing qualifications, and student outcomes. They can also oversee the reporting process to regulatory agencies and stakeholders.<br><br>Resource Allocation: By overseeing EL programs, the Executive Director can advocate for appropriate resources, including funding, staffing, and instructional materials, to support the needs of EL students. They can allocate resources strategically based on program priorities and student needs.<br><br>Professional Development: The Executive Director can coordinate professional development opportunities for teachers and staff working with EL students. This may include training on effective instructional strategies, cultural competency, language development, and differentiation. | progress of EL students across the district, including proficiency levels in English language acquisition, standardized test scores, and graduation rates.<br><br>Program Effectiveness: Evaluate the effectiveness of EL programs based on student outcomes, such as English proficiency gains, academic achievement, and graduation rates, compared to established benchmarks and targets.<br><br>Compliance with Regulations: Ensure that EL programs adhere to federal and state regulations, including requirements related to program design, instructional materials, staffing qualifications, and student support services.<br><br>Resource Allocation: Assess the allocation of resources for EL programs, including funding, staffing, instructional materials, and professional development, |

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| | | Parent and Community Engagement: The Executive Director can facilitate communication and collaboration with parents, families, and community organizations to support EL students' academic success. They can provide resources, support, and outreach initiatives to engage families in their children's education and promote a welcoming and inclusive school environment. | to ensure equitable access and support for EL students district-wide.<br><br>Parent and Community Engagement: Monitor the level of parent and community engagement in EL programs, including participation in parent meetings, workshops, and school events, as well as feedback received from stakeholders regarding program effectiveness and responsiveness to student needs.<br><br>Professional Development: Track the provision of professional development opportunities for teachers and staff working with EL students, including training on effective instructional strategies, cultural competency, language development, and differentiation, and evaluate the impact of these initiatives on teaching practices and student outcomes.<br><br>Program Evaluation: Conduct regular |

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| | | | evaluations of EL programs, using data-driven decision-making processes to identify strengths, weaknesses, and areas for improvement, and develop action plans to address any identified issues or challenges.<br><br>Longitudinal Data Analysis: Analyze longitudinal data on EL student performance and outcomes over time to identify trends, patterns, and areas of improvement, and use this information to inform programmatic decisions and interventions.<br><br>Collaboration and Coordination: Facilitate collaboration and coordination between district departments, schools, and community partners involved in EL programs to ensure a cohesive and integrated approach to serving EL students and meeting their diverse needs. |

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| | | | Continuous Improvement: Implement a cycle of continuous improvement for EL programs, regularly reviewing and revising program goals, strategies, and practices based on ongoing monitoring, evaluation, and feedback to ensure continuous growth and effectiveness. |
| **3.1** | **Action:**<br>Maintain Campus Security at the high school and middle school campuses.<br><br>**Need:**<br>Campus security is essential for maintaining a safe and secure learning environment that fosters academic success and personal growth for students in WUSD.<br><br>**Scope:**<br>Schoolwide | Campus security staff will be maintained at both the high school and middle school to provide a safe, welcoming, and orderly environment for all students, staff, and visitors. Security personnel will monitor entrances, hallways, and common areas; assist with crisis response and emergency drills; and collaborate with administrators, counselors, and local agencies to prevent and address safety concerns.<br><br>Security staff will be integrated into the school's Social-Emotional Learning (SEL) framework, receiving training to use restorative practices, de-escalation strategies, and positive relationship-building with students. Through daily interactions | • Minga platform reports on student activities and behavior trends<br>• Climate and SEL survey results<br>• Suspension and incident data<br>• Attendance rates<br>• Feedback from students, staff, and families on perceived safety |

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| | | and mentoring, they will reinforce SEL competencies such as self-awareness, responsible decision-making, and relationship skills.<br><br>The Minga platform will be used to track campus entry, student activities, and behavior data, helping staff proactively identify trends and provide early support. Security personnel will utilize Minga to communicate safety reminders, promote events centered on wellness and healthy lifestyles, and recognize students for positive behavior.<br><br>By combining consistent monitoring, SEL-based relationship-building, and technology-driven communication, campus security staff will be supported and encouraged to advocate for safe and healthy lifestyle choices, creating a culture where students feel valued, respected, and empowered to make positive decisions.<br><br>Expected Outcomes: - Reduced disciplinary incidents and suspensions<br>• Improved campus climate and SEL survey scores<br>• Increased student engagement in healthy and safe lifestyle activities<br>• Positive student–staff relationships that foster trust and belonging | |
| **3.2** | **Action:**<br>Maintain administrative support across all sites in WUSD<br><br>**Need:** | Operational Efficiency: Administrative support staff play a vital role in ensuring the smooth operation of schools by handling various administrative tasks such as scheduling, record-keeping, correspondence, and communication. Their efficient management of administrative functions | Response Time: Measure the average response time for administrative inquiries and requests from staff, students, and parents. A shorter response time |

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| | Maintaining administrative support across all sites in WUSD is essential for promoting operational efficiency, delivering quality student services, supporting staff, ensuring safety and security, fostering parent and community engagement, ensuring compliance, and providing administrative leadership.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | allows teachers and school leaders to focus more on educational priorities.<br><br>Student Services: Administrative support staff often serve as the first point of contact for students and parents, providing assistance with inquiries, enrollment, student records, and other student-related services. Their presence ensures that students and parents receive the support they need in a timely and efficient manner. They also provide bilingual support to our English learners and their families. They provide direct access to services for homeless and foster students as well as low income students.<br><br>Staff Support: Administrative support staff provide valuable support to teachers, counselors, and other school staff by assisting with tasks such as preparing instructional materials, organizing meetings and events, managing paperwork, and coordinating logistics. Their assistance helps alleviate workload pressures on instructional staff, enabling them to focus more on teaching and student support.<br><br>Safety and Security: Administrative support staff play a role in maintaining safety and security on campus by monitoring visitor access, enforcing school policies, and assisting with emergency procedures. Their presence contributes to the overall safety and well-being of students, staff, and visitors.<br><br>Parent and Community Engagement: Administrative support staff often facilitate communication between the school, parents, and | indicates efficient administrative support.<br><br>Satisfaction Surveys: Conduct regular surveys to gather feedback from staff, students, and parents regarding the quality of administrative support received. High satisfaction scores indicate effective administrative support.<br><br>Task Completion Time: Track the time taken to complete common administrative tasks such as processing student enrollment, responding to parent inquiries, and scheduling meetings. Shorter completion times indicate efficient administrative processes.<br><br>Accuracy of Records: Monitor the accuracy and completeness of student records, attendance reports, and other administrative documents. High accuracy rates indicate effective administrative support in maintaining accurate records. |

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| | | the broader community. They help coordinate parent meetings, school events, and community outreach initiatives, fostering positive relationships and engagement between the school and its stakeholders.<br><br>Compliance and Reporting: Administrative support staff assist with ensuring compliance with state and federal regulations, maintaining accurate records, and preparing reports required for accountability and funding purposes. Their attention to detail and organizational skills are essential for meeting regulatory requirements and fulfilling reporting obligations.<br><br>Administrative Leadership: Administrative support staff provide essential support to school leaders, assisting with administrative tasks, project management, and coordination of initiatives. Their collaboration with school administrators helps ensure effective leadership and management of school operations. | Attendance and Punctuality: Monitor the attendance and punctuality of administrative staff members. Consistent attendance and punctuality demonstrate reliability and commitment to providing support.<br><br>Compliance Checklists: Develop checklists or audits to ensure that administrative processes comply with relevant regulations, policies, and procedures. High compliance rates indicate effective administrative support in meeting regulatory requirements.<br><br>Workload Distribution: Assess the workload distribution among administrative staff members to ensure equitable distribution of tasks and responsibilities. Balanced workload distribution promotes efficiency and prevents burnout. |

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| | | | Training and Professional Development: Track participation in training and professional development opportunities for administrative staff members. Continued learning and skill development contribute to improved administrative support.<br><br>Parent and Staff Engagement: Measure the level of parent and staff engagement in school activities, events, and initiatives facilitated by administrative support staff. Higher levels of engagement indicate effective communication and collaboration. |
| **3.4** | **Action:**<br>Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students.<br><br>**Need:** | Hiring Qualified Counselors: Ensure that each middle and elementary school has qualified counselors trained in SEL and Restorative Practices. These counselors should have expertise in addressing the diverse needs of unduplicated students, including those from underrepresented backgrounds.<br><br>Needs Assessment: Conduct a comprehensive needs assessment to identify the specific social | Student Attendance: Monitor the attendance rates of unduplicated students who receive counseling services compared to those who do not. Improved attendance can indicate the positive impact of SEL and |

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| | WUSD can effectively provide counseling services and intervention programs to support the social and emotional well-being of unduplicated students at middle and elementary schools, ultimately fostering a positive school climate and enhancing academic achievement.<br><br>**Scope:**<br>LEA-wide | and emotional needs of unduplicated students at each school. This assessment can include surveys, interviews, and focus groups with students, parents, teachers, and community members.<br><br>Individual and Group Counseling: Offer individual counseling sessions for unduplicated students who require personalized support to address social and emotional challenges. Additionally, provide group counseling sessions focused on topics such as self-esteem, conflict resolution, anger management, and coping skills.<br><br>SEL Curriculum: Implement evidence-based SEL curriculum and programs tailored to the needs of unduplicated students. These programs should promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.<br><br>Restorative Practices Training: Provide training for counselors, teachers, and staff on Restorative Practices principles and techniques. Encourage the use of restorative circles, peer mediation, and conflict resolution strategies to address behavioral issues and build a positive school climate.<br><br>Parent and Family Engagement: Engage parents and families of unduplicated students in the counseling process by offering workshops, seminars, and informational sessions on topics related to SEL, parenting skills, and supporting their children's social and emotional development. | intervention programs on student engagement.<br><br>Behavioral Incidents: Track the number of behavioral incidents involving unduplicated students before and after receiving counseling services. A reduction in disciplinary referrals or suspensions suggests the effectiveness of SEL and Restorative Practices in addressing behavioral issues.<br><br>Academic Progress: Assess the academic performance of unduplicated students who participate in counseling services, such as changes in grades, standardized test scores, and course completion rates. Improved academic outcomes demonstrate the impact of SEL on student learning.<br><br>SEL Skill Development: Use pre- and post-assessments to measure the development of social and emotional skills |

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| | | Collaboration with Community Partners: Partner with community organizations, mental health agencies, and social services to expand access to counseling services and additional support resources for unduplicated students and their families.<br><br>Data Monitoring and Evaluation: Establish a system for monitoring the effectiveness of counseling services and intervention programs for unduplicated students. Collect data on attendance, academic performance, behavior incidents, and student feedback to assess the impact of these initiatives.<br><br>Continuous Professional Development: Provide ongoing professional development opportunities for counselors, teachers, and staff to enhance their skills in supporting SEL and Restorative Practices. Encourage collaboration and sharing of best practices among educators.<br><br>Culturally Responsive Practices: Ensure that counseling services and intervention programs are culturally responsive and inclusive of the diverse backgrounds and experiences of unduplicated students. Incorporate culturally relevant materials, activities, and perspectives into SEL curriculum and counseling sessions. | among unduplicated students participating in counseling services. Assessments can focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.<br><br>Parent and Teacher Feedback: Collect feedback from parents and teachers regarding the impact of counseling services on the social and emotional well-being of unduplicated students. Surveys or interviews can provide valuable insights into the effectiveness of SEL interventions.<br><br>Attendance and Participation in Intervention Programs: Monitor the attendance and participation rates of unduplicated students in intervention programs, such as group counseling sessions or Restorative Practices circles. Higher attendance rates indicate student engagement and |

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| | | | perceived value in the programs.<br><br>Graduation and Dropout Rates: Track the graduation rates of unduplicated students who receive counseling services compared to those who do not. A decrease in dropout rates and an increase in graduation rates suggest the effectiveness of SEL interventions in promoting student success.<br><br>Referral Rates: Evaluate the number of unduplicated students referred to counseling services by teachers, administrators, or parents. An increase in referrals may indicate greater awareness and utilization of available support services. |
| **3.5** | **Action:**<br>WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices.<br><br>**Need:** | Meeting the Specific Needs of Unduplicated Student Groups<br><br>The Healthy Lifestyle Choices action directly addresses the needs of unduplicated student groups—low-income students, foster youth, and English Learners—by removing barriers to health, | Student Attendance Rates: Monitor overall student attendance rates as well as rates of chronic absenteeism, which can be indicators of underlying health and wellness issues |

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| | Creating a supportive environment that encourages and equips students and families to make safe and healthy lifestyle choices is crucial for WUSD stduents and their families.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | wellness, and engagement that disproportionately affect these populations. Many students in these groups experience food insecurity, limited access to healthcare or recreational activities, and heightened mental health challenges. This action ensures equitable access to supports that influence both academic success and long-term well-being.<br><br>1. Health Education Curriculum<br>A comprehensive, culturally relevant health education curriculum provides unduplicated students with knowledge and practical skills in nutrition, physical activity, mental health, substance abuse prevention, and healthy relationships. By ensuring instruction is age-appropriate and culturally responsive, the curriculum reflects the lived experiences and diverse backgrounds of students who may otherwise feel excluded or underserved.<br><br>2. Promotion of Physical Activity & Nutrition Initiatives<br>Low-income and foster youth may not have regular access to organized sports, exercise opportunities, or healthy foods outside of school. Offering structured exercise, intramural sports, and active transportation options, along with school gardens, nutritious meals, and cooking classes, closes these opportunity gaps and supports physical health for students who may face economic or environmental barriers at home.<br><br>3. Mental Health Support Services & Substance Abuse Prevention | affecting students and families.<br><br>Participation in Physical Activity: Track student participation in physical education classes, extracurricular sports, and recreational activities. Measure changes in physical fitness levels and assess student engagement in regular exercise.<br><br>Healthy Eating Habits: Collect data on student consumption of nutritious foods and beverages, including school meals and snacks. Monitor changes in dietary habits and assess adherence to dietary guidelines.<br><br>Mental Health Support Utilization: Measure the utilization of mental health support services, including counseling, therapy sessions, and crisis interventions. Track the number of students seeking assistance for mental health concerns. |

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| | | Unduplicated groups are more likely to face trauma, instability, and stress that can affect their mental health. Providing counseling, therapy, crisis intervention, and staff training helps identify and support at-risk students early. Peer-led prevention activities, guest speakers, and workshops create safe spaces for students to learn about the risks of substance use and develop strong decision-making skills.<br><br>4. Family Engagement & Community Partnerships Families of unduplicated students may face language, cultural, or economic barriers to participation. Hosting multilingual workshops, family wellness events, and providing take-home resources strengthens family involvement. Partnering with local health departments, nonprofits, and community organizations expands access to preventive screenings, healthcare services, and wellness programs that many families might otherwise lack.<br><br>5. Data Monitoring & Professional Development Collecting and analyzing attendance, fitness, nutrition, mental health referrals, and behavior data allows the district to target interventions for unduplicated students. Professional development for staff on trauma-informed care, suicide prevention, and inclusive practices ensures these efforts are delivered effectively and with sensitivity to the unique challenges faced by unduplicated groups. | Substance Abuse Prevention Efforts: Evaluate the effectiveness of substance abuse prevention programs by monitoring student participation, knowledge acquisition, and attitudes towards drug and alcohol use. Track changes in substance abuse-related incidents or disciplinary actions.<br><br>Family Engagement Activities: Assess participation rates in family engagement activities, workshops, and events focused on health and wellness topics. Measure the impact of these activities on family knowledge, attitudes, and behaviors related to health promotion.<br><br>Implementation of School Wellness Policies: Evaluate the implementation of school wellness policies by assessing adherence to guidelines for nutrition standards, physical activity opportunities, health |

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| | | | education requirements, and mental health support services.<br><br>Community Partnerships: Measure the extent of collaboration with community organizations, healthcare providers, and other stakeholders in promoting student and family health. Assess the reach and effectiveness of community-based health promotion initiatives.<br><br>Staff Training and Development: Monitor staff participation in professional development activities related to health promotion and wellness. Assess changes in staff knowledge, attitudes, and practices regarding student and family health.<br><br>Surveys and Feedback: Administer surveys to students, families, and staff to gather feedback on the school environment, health promotion initiatives, and perceived levels of support for making safe and healthy |

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| | | | lifestyle choices. Use qualitative and quantitative data to identify areas of strength and areas for improvement. |
| **3.6** | **Action:**<br>Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.<br><br>**Need:**<br>WUSD can provide students with the resources and support they need to thrive creatively and academically.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | Having an Art and a music teacher at the middle school and providing additional musical instruments at the secondary level is essential for fostering creativity, artistic expression, and musical talent among students. Here are some reasons why this is important:<br><br>Comprehensive Education: Art and music are integral components of a well-rounded education. They provide students with opportunities to explore their creativity, develop critical thinking skills, and express themselves artistically. Having dedicated teachers in these subjects ensures that students receive comprehensive instruction in the arts.<br><br>Promotion of Creativity: Art and music classes stimulate students' imaginations and encourage them to think outside the box. By engaging in artistic and musical activities, students learn to problem-solve, experiment with different techniques, and express their ideas in unique ways.<br><br>Cultural Enrichment: Art and music expose students to diverse cultural traditions, historical periods, and artistic movements. Through studying various art forms and musical genres, students gain an appreciation for different cultures and | Student Participation: Monitor student enrollment in art and music classes at the middle school. Track the number of students participating in extracurricular music programs such as band, choir, and orchestra at BGMS and WHS.<br><br>Course Offerings: Ensure that a diverse range of art and music courses are offered to students, catering to different interests and skill levels. Evaluate the variety and quality of courses available to ensure they meet the needs and preferences of the student population.<br><br>Student Engagement: Assess student engagement levels in art and music classes through teacher observations, student feedback, and |

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| | | perspectives, fostering cultural awareness and sensitivity.<br><br>Emotional Expression: Art and music provide students with outlets for emotional expression and self-discovery. Engaging in creative activities can help students process their feelings, cope with stress, and develop healthy emotional outlets.<br><br>Academic Achievement: Research has shown that involvement in arts education positively correlates with academic achievement. Students who participate in art and music classes often demonstrate higher levels of engagement, motivation, and academic success across other subjects.<br><br>Career Opportunities: For students with a passion for the arts, exposure to art and music education can pave the way for future career opportunities in fields such as visual arts, performing arts, music production, and arts administration.<br><br>To ensure the effectiveness of these initiatives, it's important to establish clear metrics for success, such as:<br><br>Student enrollment and participation rates in art and music classes<br>Student performance and achievement in artistic and musical endeavors<br>Availability and condition of musical instruments and art supplies<br>Feedback from students, parents, and teachers on the impact of art and music programs | participation in class activities. Monitor indicators such as student attendance, participation in performances or exhibitions, and completion of assignments.<br><br>Quality of Instruction: Conduct regular evaluations of art and music teachers' performance to ensure high-quality instruction. Gather feedback from students, parents, and administrators regarding the effectiveness of teaching methods, classroom management, and student learning outcomes.<br><br>Access to Instruments: Ensure that there are an adequate number and variety of musical instruments available for student use at BGMS and WHS. Monitor the condition of existing instruments and assess the need for repairs or replacements. Track student access to |

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| | | Integration of art and music into the broader curriculum and school culture | instruments both in and out of the classroom.<br><br>Student Achievement: Assess student learning and achievement in art and music through performance assessments, projects, and evaluations. Monitor student progress over time and identify areas where additional support or enrichment may be needed.<br><br>Community Engagement: Engage with the school community and local stakeholders to promote the importance of arts education and garner support for art and music programs. Encourage participation in school concerts, art exhibitions, and other events showcasing student talent.<br><br>Budget Allocation: Monitor the allocation of resources to ensure that adequate funding is provided for art and music programs, including teacher salaries, instructional materials, and |

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| | | | equipment. Track expenditures related to instrument purchases, repairs, and maintenance. |
| **3.7** | **Action:**<br>Continue to provide multiple CTE offerings at WHS and begin to implement at middle school<br><br>**Need:**<br>WUSD can better prepare students for success in college, career, and life, while also meeting the needs of the local community and workforce.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | Career Readiness: CTE programs offer students hands-on experience and practical skills in various career fields, making them better prepared for employment opportunities after graduation.<br><br>Engagement and Motivation: CTE courses often appeal to students who may be disengaged or less interested in traditional academic subjects. By offering courses aligned with their interests and career aspirations, schools can increase student engagement and motivation.<br><br>Relevance to Local Job Market: Tailoring CTE offerings to local workforce needs ensures that students are equipped with skills that are in demand in the community, thereby enhancing their employability and contributing to the local economy.<br><br>College Pathways: CTE pathways can also serve as a pathway to higher education, as many programs offer articulation agreements with colleges and universities, allowing students to earn college credits while still in high school.<br><br>Diverse Career Options: By exposing students to a wide range of CTE pathways, schools can help them explore various career options and make informed decisions about their future education and career paths. | urriculum Development: Develop a comprehensive CTE curriculum that aligns with industry standards and addresses local workforce needs. Consider offering a diverse range of pathways, including fields such as healthcare, information technology, manufacturing, agriculture, and hospitality.<br><br>Facilities and Equipment: Ensure that CTE programs have access to modern facilities, equipment, and resources needed to deliver high-quality instruction. This may require investment in infrastructure upgrades and the procurement of specialized equipment.<br><br>Qualified Instructors: Hire qualified instructors with expertise in their respective fields to teach CTE courses. Provide professional development |

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| | | | opportunities to ensure instructors stay current with industry trends and best practices.<br><br>Middle School Integration: Determine how CTE offerings can be introduced at the middle school level in a developmentally appropriate manner. Consider exploring introductory courses, career exploration activities, and partnerships with local businesses and community organizations.<br><br>Student Support Services: Provide comprehensive support services to CTE students, including academic advising, career counseling, work-based learning opportunities, and assistance with post-secondary planning.<br><br>Community Partnerships: Forge partnerships with local businesses, industry associations, and post-secondary institutions to enhance CTE programs. Collaborate on internship |

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| | | | programs, guest speakers, job shadowing opportunities, and mentorship initiatives to provide real-world experiences for students.<br><br>Evaluation and Continuous Improvement: Regularly assess the effectiveness of CTE programs through student outcomes, stakeholder feedback, and industry partnerships. Use data-driven decision-making to identify areas for improvement and refine program offerings over time. |
| **3.11** | **Action:**<br><br>**Need:**<br><br>**Scope:** | | |

## *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.

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| **2.5** | **Action:**<br>Continued implementation of EL services and instructional language for for second language stduents.<br><br>**Need:**<br>Crucial to ensure that EL students have access to high-quality English language development programs that provide targeted instruction in listening, speaking, reading, and writing skills.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | English Language Development (ELD) Programs: Ensure that EL students have access to high-quality English language development programs that provide targeted instruction in listening, speaking, reading, and writing skills. Offer differentiated instruction based on students' language proficiency levels and individual needs.<br><br>Sheltered Instruction: Provide sheltered instruction strategies in content-area classes to make academic content more accessible to EL students. This may include using visual aids, graphic organizers, and hands-on activities to support comprehension.<br><br>Language Support Services: Offer language support services such as bilingual aides, translators, and language tutors to assist EL students in accessing curriculum materials and participating in classroom activities. Provide additional support for students with limited English proficiency.<br><br>Professional Development: Provide ongoing professional development for teachers and staff on effective instructional strategies for supporting EL students. Offer training on culturally responsive teaching practices, language acquisition theory, and differentiation techniques.<br><br>Parent and Family Engagement: Engage parents and families of EL students in their child's | Data Collection: Collect data on the number of second language students enrolled in EL services and track their progress over time. This includes data on English language proficiency levels, academic achievement, attendance, and behavior.<br><br>Observations: Conduct classroom observations to assess the implementation of instructional language strategies for second language students. Observe teachers' use of differentiated instruction, language-rich environments, scaffolding techniques, and other effective practices for supporting ELs.<br><br>Curriculum Alignment: Review curriculum materials and instructional resources to ensure they are aligned with the needs of second language students and support |

| 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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| | | education by providing information in their native language, offering workshops on supporting language development at home, and involving them in school activities and decision-making processes.<br><br>Peer Tutoring and Mentoring: Implement peer tutoring and mentoring programs where proficient English-speaking students can support EL students in developing language skills and academic confidence. Pairing students with peers who share a common language can also foster a sense of belonging and community.<br><br>Assessment and Monitoring: Regularly assess EL students' language proficiency and academic progress using valid and reliable assessment tools. Use assessment data to inform instruction, identify areas of need, and track students' language development over time.<br><br>Culturally Responsive Curriculum: Ensure that instructional materials, resources, and curriculum materials are culturally relevant and responsive to the diverse backgrounds and experiences of EL students. Incorporate multicultural perspectives and diverse literature into the curriculum to validate students' identities and promote engagement.<br><br>Technology Integration: Integrate technology tools and resources to support language learning and communication skills. Utilize educational software, multimedia resources, language learning apps, and online platforms to provide interactive and engaging language instruction. | language acquisition. Monitor the use of culturally responsive materials and instructional strategies that promote language development.<br><br>Professional Development: Monitor professional development activities provided to teachers and staff to support their understanding of effective practices for teaching second language students. Track attendance, participation, and feedback from professional development sessions focused on EL instruction.<br><br>Parent and Community Engagement: Assess the level of engagement and involvement of parents and community members in supporting the language development of second language students. Monitor communication strategies, outreach efforts, and opportunities for family involvement in the educational process. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Collaboration and Support Services: Foster collaboration among teachers, administrators, support staff, and community organizations to coordinate services and support for EL students. Provide access to counseling, social-emotional learning programs, and other support services to address students' holistic needs.<br><br>By continuing to implement these EL services and instructional language supports, WUSD can create an inclusive and supportive learning environment where second language students can thrive academically and linguistically. | Progress Monitoring: Implement ongoing progress monitoring measures to track the academic progress and language development of second language students. Use formative assessments, language proficiency assessments, and other data sources to measure growth and identify areas for intervention.<br><br>Collaborative Review: Establish collaborative review processes involving teachers, administrators, EL specialists, and other stakeholders to review data, discuss implementation strategies, and make adjustments as needed. Use these collaborative meetings to identify strengths, challenges, and areas for improvement in EL services and instructional language support.<br><br>Student Feedback: Solicit feedback from second language students about their experiences with EL |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | services and instructional language support. Use surveys, focus groups, or individual interviews to gather insights into students' perceptions, needs, and preferences related to language instruction.<br><br>By systematically monitoring the implementation of EL services and instructional language support for second language students, WUSD can ensure that these students receive high-quality, effective support that promotes their academic success and language proficiency. Regular monitoring allows for ongoing assessment, adjustment, and improvement of services to meet the evolving needs of second language learners. |
| **2.7** | **Action:**<br>Provide professional development activities for staff supporting English Learners<br><br>**Need:**<br>WUSD can enhance the capacity of staff to effectively support English Learners and | Cultural Competence Training: Offer workshops and training sessions to help staff understand the cultural backgrounds and experiences of EL students. This can promote empathy, sensitivity, and effective communication between staff and EL students and their families. | Attendance and Participation: Track the attendance and participation of staff in professional development sessions focused on supporting ELs. Keep |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | promote their academic success and language proficiency.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Language Acquisition Strategies: Provide training on evidence-based instructional strategies for supporting language acquisition among EL students. This may include techniques for differentiating instruction, providing language-rich environments, and incorporating language development activities into content-area instruction.<br><br>Understanding Language Proficiency Levels: Educate staff about the various levels of English language proficiency and how to differentiate instruction accordingly. Provide guidance on assessing language proficiency and monitoring EL students' progress over time.<br><br>Use of Technology: Offer training on how to integrate technology tools and resources to support English language development. This may include language learning apps, multimedia resources, online language programs, and digital literacy tools.<br><br>Collaborative Planning: Facilitate collaborative planning sessions where staff can share strategies, resources, and best practices for supporting EL students. Encourage cross-disciplinary collaboration to ensure that EL support is integrated across all subject areas.<br><br>Family Engagement: Provide training on effective strategies for engaging and communicating with EL students' families. Offer resources and guidance on how to build positive relationships with families, involve them in their child's education, and address language barriers. | records of staff members who attend workshops, training sessions, conferences, webinars, or other professional development opportunities related to English language acquisition and instruction.<br><br>Evaluation Forms: Distribute evaluation forms or surveys to participants at the end of professional development sessions to gather feedback on the content, delivery, and usefulness of the training. Include questions about the relevance of the topics covered, the clarity of the presentation, and the applicability of the strategies discussed.<br><br>Pre- and Post-Assessments: Administer pre- and post-assessments to gauge educators' knowledge and understanding of effective practices for supporting ELs before and after professional development activities. Compare assessment results to |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Data-Informed Instruction: Train staff on how to use assessment data to inform instruction and support decision-making for EL students. Provide guidance on analyzing language proficiency data, identifying areas of need, and adjusting instruction accordingly.<br><br>Professional Learning Communities (PLCs): Facilitate PLCs focused on EL support where staff can collaborate, share successes and challenges, and engage in ongoing professional learning. Provide opportunities for peer observation, feedback, and reflection on instructional practices.<br><br>Trauma-Informed Practices: Offer training on trauma-informed practices to help staff understand the potential impact of trauma on EL students and how to create a safe and supportive learning environment. Provide strategies for addressing trauma-related needs and promoting social-emotional well-being.<br><br>Continued Support and Follow-Up: Offer ongoing coaching, mentoring, and follow-up support to reinforce learning and implementation of new strategies. Provide opportunities for staff to reflect on their practice, seek additional support as needed, and continue their professional growth in supporting EL students. | measure growth and identify areas of improvement.<br><br>Observations and Feedback: Conduct classroom observations of educators who have participated in professional development activities focused on EL support. Provide constructive feedback based on observations of instructional practices, language-rich environments, differentiation strategies, and other key indicators of effective EL instruction.<br><br>Follow-Up Support: Offer ongoing support and follow-up sessions to reinforce concepts and strategies covered in professional development activities. Provide opportunities for educators to apply what they've learned in their classrooms and reflect on their experiences with colleagues and instructional leaders. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Implementation Checklists: Develop checklists or rubrics that outline key practices or strategies learned during professional development sessions. Encourage educators to use these tools to self-assess their implementation of effective practices for supporting ELs and set goals for improvement.<br><br>Student Outcomes: Monitor student outcomes, such as English language proficiency levels, academic achievement, and engagement, following professional development initiatives. Analyze data to determine if there are correlations between educator participation in professional development and improvements in student outcomes.<br><br>Collaborative Reflection: Facilitate collaborative reflection sessions or professional learning communities where educators can discuss their experiences, share |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | insights, and troubleshoot challenges related to supporting ELs. Encourage peer-to-peer learning and collaboration to reinforce professional development goals.<br><br>By monitoring professional development activities for staff supporting English Learners using these methods, WUSD can ensure that educators are equipped with the knowledge, skills, and resources needed to effectively meet the diverse needs of EL students and promote their academic success. |
| **2.9** | **Action:**<br>Language Acquisition Support<br><br>**Need:** | ESL Programs: Implement ESL programs that cater to the needs of students learning English as a second language. These programs may include English language development (ELD) classes, | Assessment of Language Proficiency: Use standardized language proficiency assessments, such as the English |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Language acquisition support involves providing resources, programs, and interventions to help students develop proficiency in a new language, typically English as a second language (ESL) or English language learners (ELL).<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | sheltered instruction, or bilingual education programs.<br><br>Qualified Teachers: Ensure that teachers who work with English language learners are qualified and trained to effectively support language acquisition. Professional development opportunities can help teachers learn strategies for teaching English language learners and adapting instruction to meet their needs.<br><br>Differentiated Instruction: Provide differentiated instruction that accommodates the diverse language proficiency levels of English language learners. Teachers can use scaffolding techniques, visual aids, and hands-on activities to make content accessible to students at various language levels.<br><br>Language Support Services: Offer language support services such as language labs, tutoring, or language coaching to provide additional practice and reinforcement for English language learners outside of the regular classroom setting.<br><br>Cultural Sensitivity: Foster a culturally sensitive and inclusive learning environment where English language learners feel valued and respected. Incorporate diverse perspectives and cultural experiences into the curriculum to promote cultural awareness and understanding.<br><br>Family and Community Engagement: Engage families and communities in supporting language acquisition efforts. Provide resources, workshops, and outreach programs to help parents understand | Language Proficiency Assessments for California (ELPAC), to measure students' language proficiency levels at regular intervals. Track students' progress in acquiring English language skills over time.<br><br>Academic Progress Monitoring: Monitor EL students' academic performance in core content areas (e.g., English language arts, math, science) to assess their ability to access grade-level curriculum and meet academic standards. Analyze assessment data to identify areas of strength and areas needing improvement.<br><br>Observations and Classroom Walkthroughs: Conduct regular classroom observations and walkthroughs to observe instructional practices and classroom environments in settings where language acquisition support is provided. Look for evidence of differentiated |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | their role in supporting their child's language development and academic success.<br><br>Assessment and Monitoring: Implement ongoing assessment measures to monitor English language learners' progress in language acquisition. Use formative and summative assessments to identify strengths and areas for improvement and adjust instruction accordingly.<br><br>Technology Integration: Utilize technology tools and resources to support language acquisition, such as language learning apps, multimedia resources, and online language programs. Technology can provide additional opportunities for practice and reinforcement of language skills.<br><br>Cross-Curricular Integration: Integrate language acquisition instruction across various subject areas to reinforce language skills in authentic contexts. Provide opportunities for English language learners to practice language skills in science, social studies, math, and other content areas. | instruction, language-rich environments, and student engagement.<br><br>Feedback from Teachers and Staff: Gather feedback from teachers, EL specialists, and support staff who work directly with language learners. Use surveys, focus groups, or interviews to collect insights on the effectiveness of language acquisition strategies, professional development needs, and areas for improvement.<br><br>Parent and Student Feedback: Solicit feedback from EL students and their parents/guardians regarding their experiences with language acquisition support services. Use surveys, parent-teacher conferences, and feedback forms to gather input on program effectiveness, communication, and satisfaction levels. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Progress Towards Language Goals: Review individualized language development goals outlined in students' English Learner Plans (ELPs) or Individualized Language Acquisition Plans (ILAPs). Monitor students' progress towards meeting these goals and adjust support services as needed based on their evolving language needs.<br><br>Data Analysis and Reporting: Analyze quantitative and qualitative data collected through assessments, observations, feedback, and progress monitoring activities. Generate reports summarizing key findings, trends, and areas for improvement related to language acquisition support. Share findings with stakeholders, including administrators, teachers, parents, and community members.<br><br>Alignment with Research-Based Practices: Regularly review research |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | literature, best practices, and evidence-based strategies for supporting language acquisition. Ensure that language acquisition support programs and interventions align with current research and meet the needs of diverse language learners.<br><br>By systematically monitoring language acquisition support using these approaches, WUSD can assess the effectiveness of its efforts, identify areas for improvement, and make data-informed decisions to better support the language development and academic success of EL students. |

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.

WUSD is committed to addressing the needs of its diverse student population, particularly those who are classified as unduplicated students, including foster youth, English language learners, and low-income students. Here are some key points from the statement:

Focus on Academic Rigor and Support: WUSD aims to maintain and increase services for unduplicated students by prioritizing academic rigor and providing necessary supports to help these students reach grade-level standards. This may involve implementing targeted interventions, providing additional resources, and ensuring access to high-quality instruction.

Continuum of Support for Social and Emotional Well-Being: In addition to academic support, WUSD recognizes the importance of addressing the social and emotional needs of students. By offering a continuum of services for social and emotional well-being, the district aims to create a supportive environment where all students can thrive.

Equity in Access to Technology and Programs: WUSD acknowledges the digital divide and the impact it has on unduplicated students. The district is committed to providing technology, programs, and services to ensure that all students have equitable access to resources needed for academic success. This may include devices, internet access, educational software, and technology-based learning opportunities.

Reducing Class Size and Providing Counseling Services: WUSD believes that reducing class sizes and offering counseling services can help level the playing field for unduplicated families. Smaller class sizes can provide more personalized attention and support for students, while counseling services can address social, emotional, and mental health needs.

Strategic Use of LCFF Funds: The district is using funds received through the Local Control Funding Formula (LCFF), along with other resources, to support its goals of equity and student success. These funds are being targeted towards programs and initiatives aimed at meeting the needs of unduplicated student groups and students with special needs.

Responsive Program Development and Evaluation: WUSD is committed to continuously developing, implementing, and evaluating its programs based on the evolving needs, conditions, and circumstances of its student population. This ensures that the district remains responsive to the needs of all students and adjusts its services accordingly.

Overall, WUSD's approach reflects a commitment to equity, student-centered decision-making, and continuous improvement to ensure that all students have the support they need to succeed academically and beyond.

## 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.

WUSD will direct additional funds towards critical support roles such as PE coordinators, bilingual classroom aides, and special education program specialists. These positions play vital roles in providing targeted support to students who are English learners, come from low-income households, and/or are foster youth.

PE coordinators can enhance physical education programs, promoting overall health and wellness among students. Bilingual classroom aides provide valuable support for English learners, helping to facilitate comprehension and engagement in classroom activities. Special

education program specialists play a crucial role in ensuring that students with special needs receive the necessary support and accommodations to succeed academically and socially.

By allocating resources in this way, WUSD is prioritizing the needs of vulnerable student populations and working to ensure equitable access to quality education and support services. This investment reflects a commitment to fostering a supportive and inclusive learning environment where all students have the opportunity to thrive.

The additional funds will be used to provide PE coordinators, bilingual classroom aides, and a portion of the special education program specialist. These funds are principally directed toward ensuring students who are English learners, come from low income households, and/or are foster youth benefit from the services.

| **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 | 0 | 107:1533 |
| Staff-to-student ratio of certificated staff providing direct services to students | 0 | 113:1533 |

# 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 | $16496819 | $3167699 | 19.202% | 0.000% | 19.202% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,363,173.03 | $2,411,248.00 | $10,000.00 | $508,261.00 | $6,292,682.03 | $5,422,469.03 | $870,213.00 |

| 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 | Continue to plan and staff for career opportunities through the development of pathways with A - G designation. | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willits High School 9-12 | 2024-27 | $736,062.03 | $0.00 | $736,062.03 | | | | $736,062.03 | |
| 1 | 1.2 | Identify first time college bound students | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BGMS 6-8 | 2024-27 | | | | | | | | |
| 1 | 1.3 | Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring. | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-27 | $5,000.00 | $5,000.00 | | | $10,000.00 | | $10,000.00 | |
| 1 | 1.4 | Maintain number of elementary teachers to support class size reduction. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Brookside and Blosser Grades TK-5 | 2024-27 | $813,447.00 | $0.00 | $813,447.00 | | | | $813,447.00 | |
| 1 | 1.5 | Provide professional development for Administrators, Teachers, and Staff | All | No | | | All Schools | 2024-27 | $5,000.00 | $5,000.00 | | | | $10,000.00 | $10,000.00 | |
| 1 | 1.6 | Implement new Student Study Team procedures | Students with Disabilities | No | | | All Schools | 2024-27 | $0.00 | $10,000.00 | | | | $10,000.00 | $10,000.00 | |
| 1 | 1.7 | C-STEM | All | No | | | | 2024-27 | $150,000.00 | $40,000.00 | | $190,000.00 | | | $190,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.1 | Lexia, Letters, I ready, Math, Bright Thinker, Canvas, Reading A-Z, or any new or preexisting software to support academic growth and aid instruction | All | No | | | All Schools | 2024-27 | $0.00 | $135,000.00 | | $105,000.00 | | $30,000.00 | $135,000.00 | |
| 2 | 2.2 | Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all students, including unduplicated students, with access to technology as needed. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | 2024-27 | $0.00 | $125,000.00 | $50,000.00 | $75,000.00 | | | $125,000.00 | |
| 2 | 2.3 | Continued Professional development directed by Executive Director or site leadership, with input from SBDM. | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | $25,000.00 | $25,000.00 | | | | $50,000.00 | $50,000.00 | |
| 2 | 2.4 | Prioritizing language acquisition, mathematical literacy, and technological literacy. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-27 | $398,808.00 | $0.00 | $398,808.00 | | | | $398,808.00 | |
| 2 | 2.5 | Continued implementation of EL services and instructional language for for second language stduents. | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: BGMS 6-12 | 2024-27 | $0.00 | $10,000.00 | | | | $10,000.00 | $10,000.00 | |
| 2 | 2.6 | Continue implementation of TK transition to Kinder. | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: SherwoodSherwood K-5K-5 | 2024-27 | $137,918.00 | $0.00 | $137,918.00 | | | | $137,918.00 | |
| 2 | 2.7 | Provide professional development activities for staff supporting English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2024-27 | $10,000.00 | $15,000.00 | | | | $25,000.00 | $25,000.00 | |
| 2 | 2.8 | Maintain aides as appropriate levels at elementary and Special Education in WUSD. | English Learners Foster Youth Low Income | Yes | LEA-wide School wide | English Learners Foster Youth Low Income | Specific Schools: Brookside K-2 | 2024-27 | $1,480,169.00 | $0.00 | $89,000.00 | $1,391,169.00 | | | $1,480,169.00 | |

| 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 | 2.9 | Language Acquisition Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Brookside Elementary, Blosser Lane Elementary, Baechtel Grove Middle School | 2024-27 | $197,100.00 | $0.00 | $132,370.00 | | | $64,730.00 | $197,100.00 | |
| 2 | 2.10 | Provide intervention curriculum | All<br>English Learners<br>Foster Youth<br>Low Income | No | | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-27 | $0.00 | $132,500.00 | $52,500.00 | $80,000.00 | | $0.00 | $132,500.00 | |
| 2 | 2.11 | All students will continue to have access to California State Standards aligned instructional materials. | English Learners | Yes | LEA-wide School wide | English Learners | Specific Schools: Brookside and Blosser Lane | 2024-27 | $52,151.00 | $162,259.00 | $162,259.00 | | | $52,151.00 | $214,410.00 | |
| 2 | 2.12 | Reading Instructional Coaching | All | No | | | Specific Schools: Brookside and Blosser Lane K-5 | 2024-2027 | $120,000.00 | $0.00 | | $120,000.00 | | | $120,000.00 | |
| 2 | 2.13 | Reading Specialists | English Learners<br>Foster Youth<br>Low Income | | | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Brookside and Blosser Lane K-5 | 2024-2027 | $142,974.00 | $0.00 | $142,974.00 | | | | $142,974.00 | |
| 2 | 2.14 | Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs | English Learners | Yes | LEA-wide School wide | English Learners | All Schools | 2024-27 | $215,534.00 | $0.00 | $107,767.00 | | | $107,767.00 | $215,534.00 | |
| 3 | 3.1 | Maintain Campus Security at the high school and middle school campuses. | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willits HS, BGMS 6-12 | 2024-27 | $152,121.00 | $0.00 | $152,121.00 | | | | $152,121.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.2 | Maintain administrative support across all sites in WUSD | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: WHS, SHS, BGMS, SWE<br>6-12 | 2024-27 | $281,584.00 | $0.00 | $132,971.00 | | | $148,613.00 | $281,584.00 | |
| 3 | 3.3 | Continue to reduce the number of projects on Deferred Maintenance list. This is a huge issue for the district. | All | No | | | All Schools | 2024-27 | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.4 | Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-27 | $270,895.00 | $0.00 | $134,976.00 | $135,919.00 | | | $270,895.00 | |
| 3 | 3.5 | WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. | English Learners<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Low Income | All Schools | 2024-27 | $0.00 | $100,000.00 | $100,000.00 | | | | $100,000.00 | |
| 3 | 3.6 | Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: BGMS<br>6-8 | 2024-27 | $228,706.00 | $10,000.00 | $10,000.00 | $228,706.00 | | | $238,706.00 | |
| 3 | 3.7 | Continue to provide multiple CTE offerings at WHS and begin to implement at middle school | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-27 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 4 | 4.1 | Expanding Access and Achievement Through Independent Study, Wraparound Supports, and College & Career Readiness | All<br>Students with Disabilities | No | | | All Schools<br><br>Specific Schools: SanhedrinSanhedrin<br>9-129-12 | 25-26 | $0.00 | $85,454.00 | | $85,454.00 | | | $85,454.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| $16496819 | $3167699 | 19.202% | 0.000% | 19.202% | $3,167,699.03 | 0.000% | 19.202 % | **Total:** | $3,167,699.03 |
| | | | | | | | | **LEA-wide Total:** | $2,009,228.00 |
| | | | | | | | | **Limited Total:** | $132,370.00 |
| | | | | | | | | **Schoolwide Total:** | $2,451,545.03 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Continue to plan and staff for career opportunities through the development of pathways with A - G designation. | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Willits High School<br>9-12 | $736,062.03 | |
| **1** | **1.2** | Identify first time college bound students | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>BGMS<br>6-8 | | |
| **1** | **1.3** | Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring. | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **1** | **1.4** | Maintain number of elementary teachers to support class size reduction. | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Brookside and Blosser<br>Grades TK-5 | $813,447.00 | |
| **2** | **2.2** | Maintain a 1:1 computer ratio. Purchase computers | Yes | LEA-wide | English Learners<br>Foster Youth | | $50,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | and auxiliary equipment as needed to provide all students, including unduplicated students, with access to technology as needed. | | | Low Income | | | |
| **2** | **2.3** | Continued Professional development directed by Executive Director or site leadership, with input from SBDM. | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **2** | **2.4** | Prioritizing language acquisition, mathematical literacy, and technological literacy. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $398,808.00 | |
| **2** | **2.5** | Continued implementation of EL services and instructional language for for second language stduents. | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: BGMS<br>6-12 | | |
| **2** | **2.6** | Continue implementation of TK transition to Kinder. | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Sherwood<br>K-5 | $137,918.00 | |
| **2** | **2.7** | Provide professional development activities for staff supporting English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | |
| **2** | **2.8** | Maintain aides as appropriate levels at elementary and Special Education in WUSD. | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Brookside<br>K-2 | $89,000.00 | |
| **2** | **2.9** | Language Acquisition Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Brookside Elementary, Blosser Lane Elementary, Baechtel Grove Middle School | $132,370.00 | |
| **2** | **2.10** | Provide intervention curriculum | | | English Learners<br>Foster Youth<br>Low Income | | $52,500.00 | |

| 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 | 2.11 | All students will continue to have access to California State Standards aligned instructional materials. | Yes | LEA-wide Schoolwide | English Learners | Specific Schools: Brookside and Blosser Lane | $162,259.00 | |
| 2 | 2.13 | Reading Specialists | | | English Learners Foster Youth Low Income | | $142,974.00 | |
| 2 | 2.14 | Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs | Yes | LEA-wide Schoolwide | English Learners | All Schools | $107,767.00 | |
| 3 | 3.1 | Maintain Campus Security at the high school and middle school campuses. | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Willits HS, BGMS 6-12 | $152,121.00 | |
| 3 | 3.2 | Maintain administrative support across all sites in WUSD | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | Specific Schools: WHS, SHS, BGMS, SWE 6-12 | $132,971.00 | |
| 3 | 3.4 | Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $134,976.00 | |
| 3 | 3.5 | WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. | Yes | LEA-wide Schoolwide | English Learners Low Income | All Schools | $100,000.00 | |
| 3 | 3.6 | Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS. | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | Specific Schools: BGMS 6-8 | $10,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.7 | Continue to provide multiple CTE offerings at WHS and begin to implement at middle school | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,000.00 | |
| 4 | 4.1 | Expanding Access and Achievement Through Independent Study, Wraparound Supports, and College & Career Readiness | | | | All Schools<br>Specific Schools: Sanhedrin<br>9-12 | | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $4,986,131.00 | $3,352,812.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Continue to plan and staff for career opportunities through the development of pathways with A - G designation. | Yes | $736,062.03 | 733580 |
| **1** | **1.2** | Identify first time college bound students | Yes | | |
| **1** | **1.3** | Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring. | Yes | $5,000.00 | 3252 |
| **1** | **1.4** | Maintain number of elementary teachers to support class size reduction. | Yes | $813,447.00 | 767451 |
| **1** | **1.5** | Provide professional development for Administrators, Teachers, and Staff | No | $10,000.00 | |
| **1** | **1.6** | Implement new Student Study Team procedures | No | $10,000.00 | |
| **1** | **1.7** | C-STEM | No | $190,000.00 | |
| **2** | **2.1** | Lexia, Letters, I ready, Math, Bright Thinker, Canvas, Reading A-Z, or any new or preexisting software to support academic growth. | No | $50,000.00 | |
| **2** | **2.2** | Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all students, including unduplicated | No<br><br>Yes | $75,000.00 | 40433 |

| 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) |
|---|---|---|---|---|---|
| | | students, with access to technology as needed. | | | |
| **2** | **2.3** | Continued Professional development directed by Executive Director, site leadership and SBDM trial model | Yes | $215056 | |
| **2** | **2.4** | Prioritizing language acquisition, mathematical literacy, and technological literacy. | Yes | $308,808.00 | 309712 |
| **2** | **2.5** | Continued implementation of EL services and instructional language for for second language stduents. | Yes | $10,000.00 | 35000 |
| **2** | **2.6** | Continue implementation of TK transition to Kinder. | Yes | | |
| **2** | **2.7** | Provide professional development activities for staff supporting English Learners | Yes | $35,000.00 | |
| **2** | **2.8** | Maintain aides as appropriate levels at elementary and Special Education in WUSD. | Yes | $967,615.00 | 190997 |
| **2** | **2.9** | Language Acquisition Support | Yes | $207,041.00 | |
| **2** | **2.10** | Provide intervention curriculum | No | $0.00 | |
| **2** | **2.11** | All students will continue to have access to California State Standards aligned instructional materials. | Yes | $52,151.00 | |
| **2** | **2.12** | Reading Instructional Coaching | No | | |
| **2** | **2.13** | Reading Specialists | No | | |
| **2** | **2.14** | Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs | Yes | $215,534.00 | 189221 |

| 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 | 2.15 | Special Education Program Specialist | Yes | $44,136.00 | 45141 |
| 3 | 3.1 | Maintain Campus Security at the high school and middle school campuses. | Yes | $112,352.97 | 109425 |
| 3 | 3.2 | Maintain administrative support across all sites in WUSD | Yes | $285020 | 288591 |
| 3 | 3.3 | Continue to reduce the number of projects on Deferred Maintenance list. This is a huge issue for the district. | No | $0.00 | |
| 3 | 3.4 | Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students. | Yes | $232,901.00 | 369605 |
| 3 | 3.5 | WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. | Yes | $60,000.00 | 66403 |
| 3 | 3.6 | Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS. | Yes | $115,998.00 | 204001 |
| 3 | 3.7 | Continue to provide multiple CTE offerings at WHS and begin to implement at middle school | Yes | $10,000.00 | |
| 3 | 3.9 | WUSD will continue to prioritize providing students with comprehensive support and opportunities to thrive academically, socially, and beyond | Yes | | |
| 3 | 3.10 | Vertical Articulation of Essential Standards and Staff while potentially utilizing the Site based decision-making model | Yes | $225,009.00 | |

# 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) |
|---|---|---|---|---|---|---|
| 3089160 | $3,105,177.00 | $3,352,812.00 | ($247,635.00) | 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) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Continue to plan and staff for career opportunities through the development of pathways with A - G designation. | Yes | $736,062.03 | 733580 | | |
| 1 | 1.2 | Identify first time college bound students | Yes | | | | |
| 1 | 1.3 | Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring. | Yes | $10,000.00 | 3252 | | |
| 1 | 1.4 | Maintain number of elementary teachers to support class size reduction. | Yes | $813,447.00 | 767451 | | |
| 2 | 2.2 | Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all students, including unduplicated students, with access to technology as needed. | Yes | $75,000.00 | 40433 | | |
| 2 | 2.3 | Continued Professional development directed by Executive Director, site leadership and SBDM trial model | Yes | $215,056.00 | | | |

| 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 | 2.4 | Prioritizing language acquisition, mathematical literacy, and technological literacy. | Yes | $308,808.00 | 309712 | | |
| 2 | 2.5 | Continued implementation of EL services and instructional language for for second language stduents. | Yes | $10,000.00 | 35000 | | |
| 2 | 2.6 | Continue implementation of TK transition to Kinder. | Yes | | | | |
| 2 | 2.7 | Provide professional development activities for staff supporting English Learners | Yes | $10,000.00 | | | |
| 2 | 2.8 | Maintain aides as appropriate levels at elementary and Special Education in WUSD. | Yes | | 190997 | | |
| 2 | 2.9 | Language Acquisition Support | Yes | | | | |
| 2 | 2.11 | All students will continue to have access to California State Standards aligned instructional materials. | Yes | | | | |
| 2 | 2.14 | Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs | Yes | | 189221 | | |
| 2 | 2.15 | Special Education Program Specialist | Yes | $44,136.00 | 45141 | | |
| 3 | 3.1 | Maintain Campus Security at the high school and middle school campuses. | Yes | $112,352.97 | 109425 | | |
| 3 | 3.2 | Maintain administrative support across all sites in WUSD | Yes | $136,407.00 | 288591 | | |
| 3 | 3.4 | Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention | Yes | $232,901.00 | 369605 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | programs including Restorative Practices with a focus on unduplicated students. | | | | | |
| **3** | **3.5** | WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. | Yes | $50,000.00 | 66403 | | |
| **3** | **3.6** | Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS. | Yes | $115,998.00 | 204001 | | |
| **3** | **3.7** | Continue to provide multiple CTE offerings at WHS and begin to implement at middle school | Yes | $10,000.00 | | | |
| **3** | **3.9** | WUSD will continue to prioritize providing students with comprehensive support and opportunities to thrive academically, socially, and beyond | Yes | | | | |
| **3** | **3.10** | Vertical Articulation of Essential Standards and Staff while potentially utilizing the Site based decision-making model | Yes | $225,009.00 | | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 16209666 | 3089160 | 0.0 | 19.058% | $3,352,812.00 | 0.000% | 20.684% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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