

LCFF Budget Overview for Parents

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

CDS Code: 23 65623 0000000

School Year: 2024-25

LEA contact information:

Mark Beebe

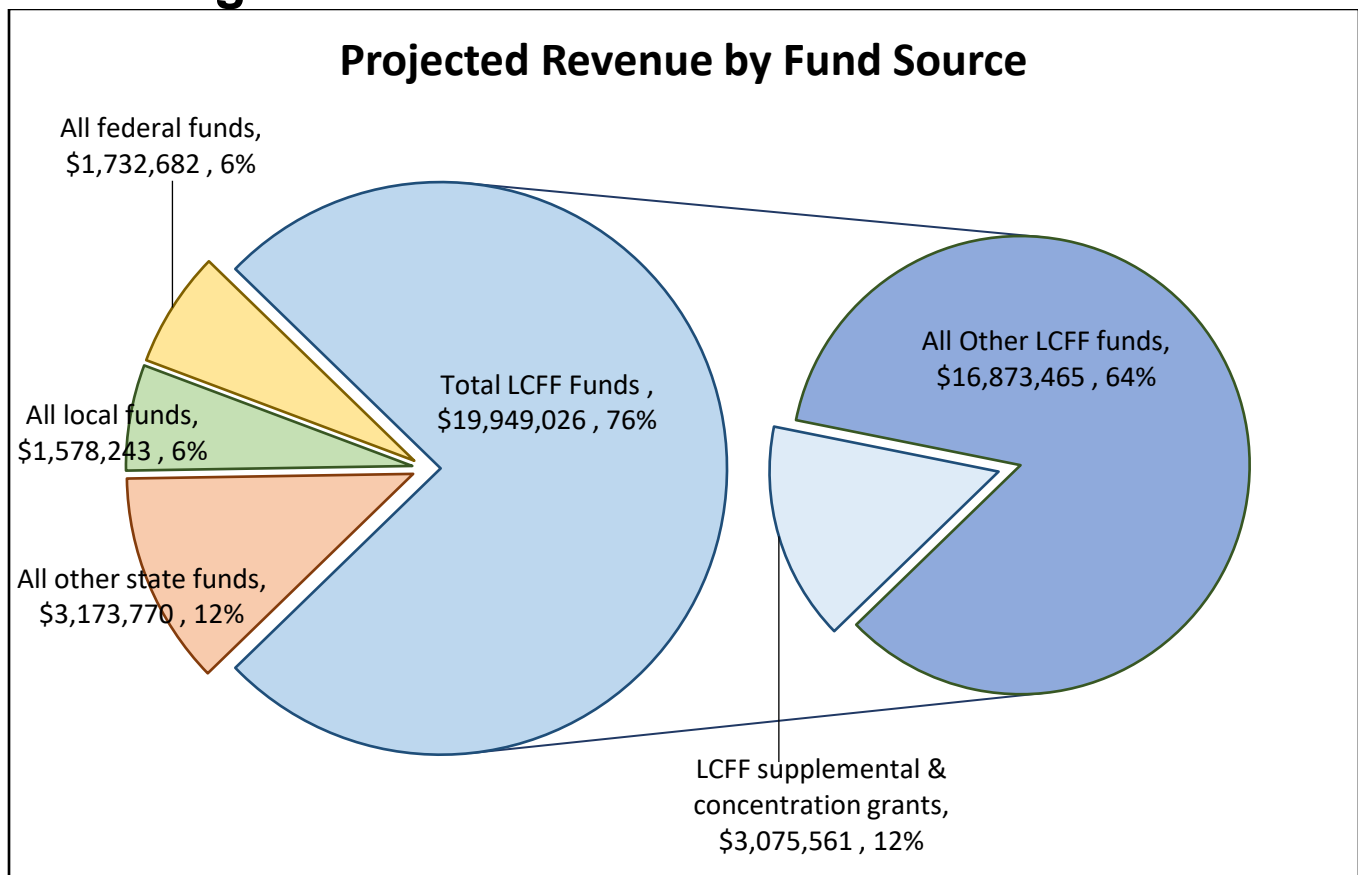
Superintendent

markbeebe@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 2024-25 School Year

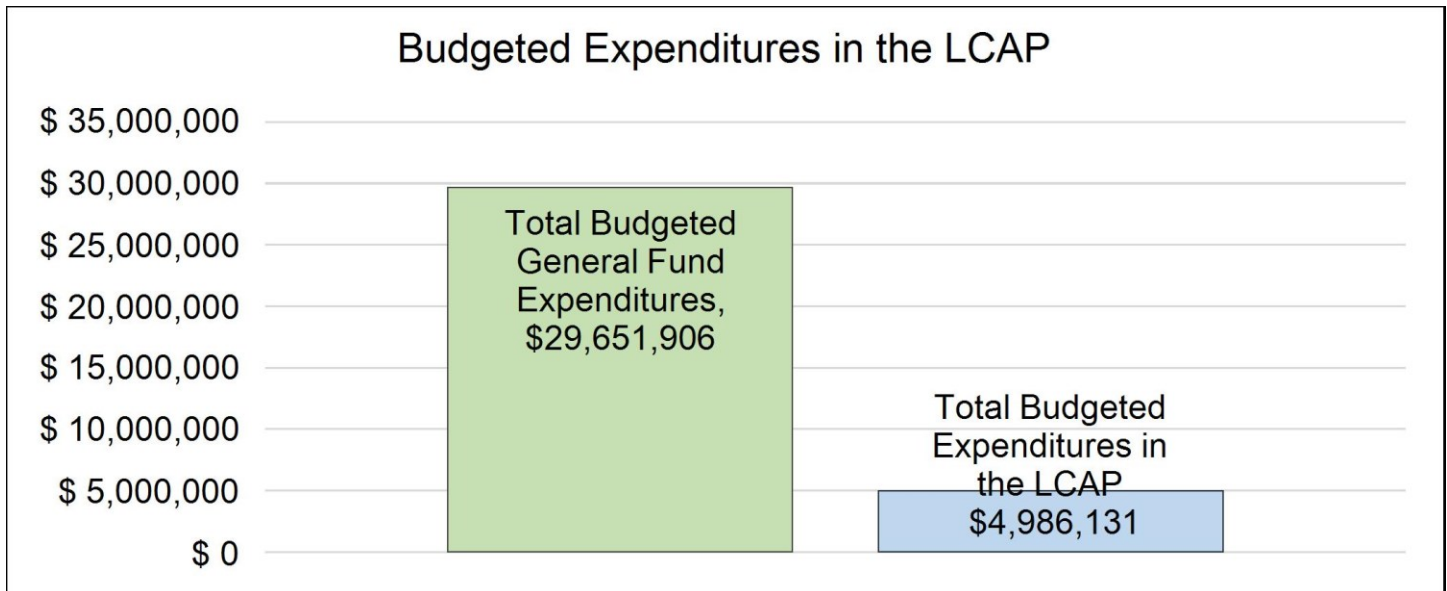


This chart shows the total general purpose revenue Willits Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willits Unified School District is \$26,433,721, of which \$19,949,026 is Local Control Funding Formula (LCFF), \$3,173,770 is other state funds, \$1,578,243 is local funds, and \$1,732,682 is federal funds. Of the \$19,949,026 in LCFF Funds, \$3,075,561 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Willits Unified School District plans to spend \$29,651,906 for the 2024-25 school year. Of that amount, \$4,986,131 is tied to actions/services in the LCAP and \$24,665,775 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

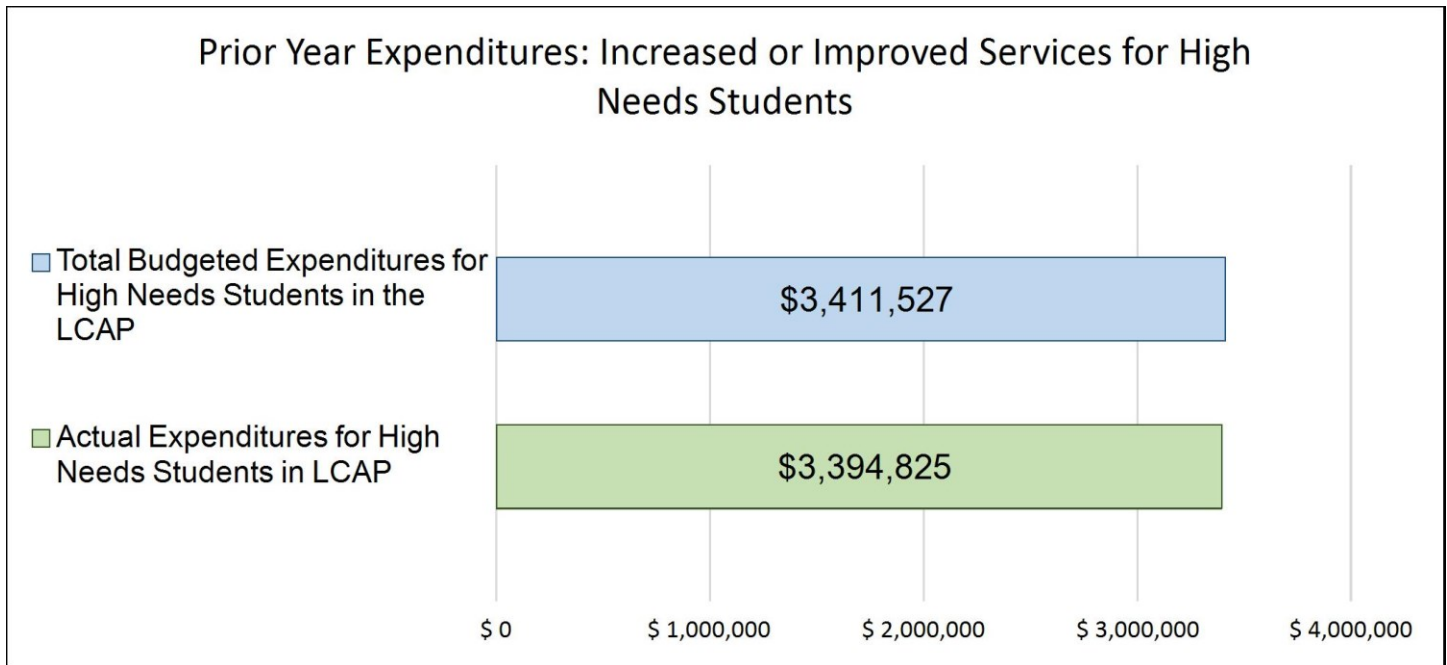
All additional staffing costs such as certificated staff at all school sites along with classified staff at all of the school sites. Special education costs such as contracted services as well as staffing. Additional technology equipment and the costs of keeping our buildings with power, water and heating services.

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

In 2024-25, Willits Unified School District is projecting it will receive \$30,755,561 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 \$3,105,177 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2023-24, Willits Unified School District's LCAP budgeted \$3411527 for planned actions to increase or improve services for high needs students. Willits Unified School District actually spent \$3394825 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$16,702 had the following impact on Willits Unified School District's ability to increase or improve services for high needs students:

This difference did not impact the actions and services previously planned for. Some services were less of an expenditure than planned, however the services/actions were still carried out.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willits Unified School District	Mark Beebe Superintendent	markbeebe@willitsunified.com 7074595314

Goals and Actions

Goal

Goal #	Description
1	Students will be prepared to be college and/or career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Increase number of students completing A-G requirements for college entrance.	42% 2020 WHS (SHS is not A-G)	38.24% for 2022	32.5% for 2023	On track to have over 50% completed.	57%
2. Increase number of students completing Career Technical Education.	71% completed at least one CTE pathway for 2021.	80.88% completed at least one pathway for 2022.	82 % completed at least one pathway for 2023.	On track to have over 80% completed.	86%
3. Increase number of students completing Advanced Placement courses with a score of 3 or more.	47% of students enrolled in AP courses passed the exam with a score of 3 or higher for 2020.	26% of students who took an AP exam passed with a 3 or higher for 2021. 2022 data will not be available until July.	25% of students who took an AP exam passed with a 3 or higher for 2022.	On track to have over 40% completed.	56%
4. High School Graduation Rate will increase 2% annually.	84.6% of students graduated in 4 years for 2021	86.8% of students graduated in 4 years for 2022.	89% of students graduated in 4 years for 2022 from WHS	On track to have over 90% completed.	90%
5. Increase the percentage of career and college ready students including EAP annually by 2%.	51% of students were college and career ready in 2021.	60.29% of graduating students at WHS were considered career and college ready. The data were not available for SHS.	This data was not reported in 2022	On track to have over 50% completed.	57%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Decrease the dropout rate for middle/high school students.	10% of students were considered dropouts for 2021 (COVID Impacted).	3% of students were considered dropouts for 2022.	3% of students were considered dropouts for 2022.	On track to have less than 4% considered dropout.	5%
7. Increase the number of students participating in post-secondary education by 2% annually.	35% (Covid Impacted) of 2020 graduates who responded reported participation in a post secondary option	69% of graduates report a plan to pursue post secondary education options.	65% of graduates report a plan to pursue post secondary education options.	60% of graduates report a plan to pursue post secondary education options.	65%
8. Teachers appropriately assigned and fully credentialed	8 Are not fully credentialed	12 teachers are not fully credentialed.	22 teachers are not fully credentialed.	29 teachers are not full credentialed	100% fully credentialed
9. The % of pupils who have successfully completed both types of courses (UC/CSU and CTE)	42% of graduating students passed both A-G and CTE requirements for 2021.	32.35% passed both A-G and CTE requirements for 2022.	32% passed both A-G and CTE requirements for 2022.	At this time we are expecting a 6 % increase	3% increase
10. Programs and services developed and provided to all students including individuals with exceptional needs and to unduplicated pupils.	100% as evidenced by enrollment for 2021.	100% of students are provided with programs and services.	100% of students are provided with programs and services.	We have maintained this standard	Maintain 100%
11. Pupil outcomes, in the subject areas described in Sec	35% Grade level reading at the end of 3rd Grade based on	Based on our Renaissance Star Reading, 49% of our	Based on our Renaissance Star Reading, 49% of our	We expect a 7 % increase	Increase rates by 3% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and subdivision (a) to (i), inclusive of Sec 51220, as applicable	DIBELS. Biliteracy Award 4% . Algebra Readiness from Ready Math 33% as reported for Spring 2021.	students are performing at the 25th percentile or better in reading. Based on a limited administration of the Renaissance Star Math assessment, 55% of our students are performing at the 25th percentile or better in math.	students are performing at the 25th percentile or better in reading. Based on a limited administration of the Renaissance Star Math assessment, 55% of our students are performing at the 25th		
12. The percentage of special education students who are in the general education environment for more than 80% of their school day.	For 2020-2021, this data was not readily available. The most recent year data is available for is 2018-2019. In this year our rate was 33.94%.	For 2021-2022, 51% of our special education students were in the general education environment for 80% or more of their day.	For 2022-2023, 53% of our special education students were in the general education environment for 80% or more of their day.	We expect a 10 % increase	Increase by 3% annually.
13. Revised- The percentage of students who are referred to special education who qualify for services.	For 2020-2021, WUSD had 40 students referred for special education evaluation. Of the students evaluated, 30 students qualified for special education services. (75%)		For 2022-2023, WUSD had 32 students referred for special education evaluation. Of the students evaluated, 25 students qualified for special education services. (78%)	Our desired outcome for 23/24 is still within reach.	Reduce the number of referrals for special education evaluation by 10% as an average of the three LCAP years.

Goal Analysis

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

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

Reflecting on our successes and areas for growth, we acknowledge that while most initiatives were successfully implemented, there were a few items that fell short of our initial proposals. Specifically, staffing shortages of credentialed teachers were not fully addressed due to a shortage of highly qualified candidates. Additionally, chronic absenteeism remains an ongoing issue that requires continuous attention.

Despite these challenges, the overall progress and achievements highlight the effectiveness of our vertically articulated system and the dedicated efforts of our staff. By continuously assessing and addressing these challenges, we can further refine our strategies and ensure even greater success in the future.

Moving forward, we will:

Address Staffing Shortages:

Recruitment Initiatives: Implement targeted recruitment strategies to attract highly qualified teaching candidates, including partnerships with teacher preparation programs and offering competitive incentives.

Professional Development: Invest in professional development opportunities to enhance the skills of current staff and support credentialing efforts for those pursuing additional qualifications.

Combat Chronic Absenteeism:

Early Intervention: Develop and implement early intervention strategies to identify and support students at risk of chronic absenteeism, including home visits, personalized outreach, and collaboration with families.

Engagement Programs: Create programs that engage students and make school a more inviting and supportive environment, such as mentoring, extracurricular activities, and social-emotional learning initiatives.

These adjustments will help us continue to provide high-quality support and resources to our students, ensuring their academic and personal success.

Together, we will build on our strengths, address areas of improvement, and maintain our commitment to fostering a supportive and thriving educational environment for all students in WUSD.

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.

In reviewing our budgeted expenditures versus the actual expenditures, most areas were closely aligned. However, there were two significant differences that need to be addressed:

1.12 Expenditures:

Higher Actual Expenditures: The actual expenditures were higher than budgeted. This discrepancy is due to the inclusion of expenditures through the Comprehensive Supports and Improvement (CSI) funds, which were not initially included in the budget.

Action Plan: Moving forward, we will ensure that future budgets accurately reflect all potential funding sources, including CSI funds, to prevent such discrepancies. Additionally, we will provide clearer documentation and tracking of these funds to enhance transparency and accountability.

1.2 Career and Technical Education (CTE):

Lower Actual Expenditures: The actual expenditures were significantly lower than budgeted. Despite this, we have applied for strong workforce grant funding to bolster our CTE programs.

Action Plan: We will closely monitor the application and allocation of workforce grant funding to ensure it is effectively utilized. Furthermore, we will reassess the budgeting process for CTE to align more closely with actual needs and expenditures, ensuring that funds are allocated efficiently and effectively to support career and technical education initiatives.

Comprehensive Plan to Address Budget Discrepancies:

Enhanced Budget Planning:

Inclusion of All Funding Sources: Ensure that all potential funding sources, including CSI and grant funds, are considered during the budgeting process.

Regular Budget Reviews: Conduct regular budget reviews and adjustments throughout the fiscal year to address any discrepancies early.

Improved Tracking and Reporting:

Detailed Documentation: Maintain detailed documentation of expenditures and funding sources to enhance transparency.

Regular Reporting: Implement a system for regular financial reporting to stakeholders, ensuring that any deviations from the budget are promptly addressed.

Efficient Allocation of Funds:

Targeted Funding: Allocate funds based on identified needs and strategic priorities, ensuring that resources are directed where they are most needed.

Grant Utilization: Actively pursue and utilize grant funding to supplement budgeted expenditures, particularly in areas like CTE where additional funding is crucial.

By implementing these strategies, we aim to achieve a more accurate and effective budgeting process, ensuring that all expenditures align with our district's goals and priorities, and that any discrepancies are promptly and efficiently addressed.

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

Overall, we were able to show significant progress in increasing college and career readiness in WUSD. Here are the key highlights of our successful initiatives and their impacts:

Achievements and Highlights

Career and Technical Education (CTE) Programs:

Impact: Our CTE programs are currently serving more than 300 students across the district. These programs provide students with practical skills and knowledge in various fields, preparing them for both college and career paths.

Expansion: We have expanded our CTE pathways to offer students a variety of choices, catering to their interests and career goals.

Dual Enrollment Programs:

Impact: A significant number of our students are earning college credit while still in high school through our dual enrollment programs. This not only prepares them for higher education but also gives them a head start in their college journey.

Bilingual Family Liaison Positions:

Success: The addition of bilingual family liaisons has been very successful in bridging the communication gap between the school and non-English-speaking families. This has enhanced parent involvement and support for students' academic endeavors.

Aligned Articulation with WHS and San Hedrin:

Transformation: Newly aligned articulation with WHS and San Hedrin has been very successful in transforming instructional approaches at our Alternative Education site. This alignment ensures that students receive consistent and effective instruction tailored to their needs.

College and Career Readiness:

Readiness: Our actions have effectively moved students toward increased college and career readiness. The integration of CTE pathways and dual enrollment opportunities has provided students with a robust foundation for their future educational and career pursuits.

Ongoing and Future Actions

Continued Support for CTE Programs:

We will continue to support and expand our CTE programs to accommodate more students and introduce new pathways that align with emerging industry trends.

Enhancement of Dual Enrollment:

We will seek to increase the number of students participating in dual enrollment programs, ensuring that even more students can benefit from earning college credits in high school.

Sustaining Bilingual Support:

We will maintain and possibly expand our bilingual family liaison positions to further support non-English-speaking families and ensure they are engaged in their children's education.

Strengthening Articulation Agreements:

We will continue to refine and strengthen our articulation agreements with WHS and San Hedrin, ensuring seamless transitions for students and consistent instructional quality.

Monitoring and Evaluation

Student Participation and Performance:

Track the number of students enrolled in CTE and dual enrollment programs.

Monitor student performance and success rates in these programs.

Family Engagement:

Assess the effectiveness of bilingual family liaisons through parent feedback and engagement metrics.

Program Alignment and Articulation:

Evaluate the success of articulation agreements by tracking student outcomes and instructional improvements at the Alternative Education site.

College and Career Readiness Metrics:

Measure college and career readiness through graduation rates, college enrollment rates, and job placement statistics for CTE program graduates.

By continuing to support these initiatives and closely monitoring their outcomes, WUSD is committed to ensuring that all students are well-prepared for their future academic and career endeavors.

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

Continuing the successful actions within this goal into the coming years, we are also enhancing our efforts by incorporating software to support active analytics of student data. This initiative aims to support increased graduation rates and overall student success. Here's how we plan to implement and monitor these strategies:

Continued Successful Actions

Career and Technical Education (CTE):

Maintain and expand our CTE offerings to ensure students have access to career pathways that align with industry standards and student interests.

Apply for and utilize workforce grant funding to enhance CTE programs.

Comprehensive Supports and Improvement (CSI) Funds:

Continue to utilize CSI funds to support programs and initiatives that contribute to student success and school improvement.
Support for Unduplicated Students:

Provide ongoing support for foster youth, English language learners, and low-income students through targeted academic and social-emotional interventions.

New Initiatives: Active Analytics of Student Data

Implementation of Analytics Software:

Software Selection: Choose a robust analytics software that can integrate with existing systems such as Aeries SIS and SEIS.

Training: Provide training for staff on how to use the new software to track and analyze student data effectively.

Data-Driven Decision Making:

Real-Time Monitoring: Utilize the software to monitor student performance in real-time, identifying at-risk students early.

Intervention Strategies: Develop and implement targeted intervention strategies based on data insights to support students in need.

Increased Graduation Rates:

Graduation Tracking: Use analytics to track students' progress toward graduation, identifying any gaps or barriers that may hinder their success.

Support Programs: Implement support programs specifically designed to address identified issues, such as tutoring, mentoring, and counseling services.

Monitoring and Evaluation

Regular Data Reviews:

Conduct regular reviews of student data to monitor progress and effectiveness of interventions.

Use data insights to adjust strategies and interventions as needed.

Feedback Mechanisms:

Collect feedback from students, parents, and staff on the effectiveness of the implemented strategies and tools.

Use this feedback to make informed adjustments and improvements.

Performance Metrics:

Graduation Rates: Track graduation rates to measure the impact of new initiatives.

Academic Performance: Monitor student grades, test scores, and other academic indicators to assess progress.

Engagement and Attendance: Analyze data on student engagement and attendance to identify trends and areas for improvement.

By continuing our successful actions and incorporating new initiatives like active analytics, we aim to enhance our ability to support student success and increase graduation rates. These efforts will ensure that every student at WUSD is equipped with the skills and resources needed to thrive academically and beyond.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 21% ELA 27% (Last state test 2019)	The scores for Spring 2022 are not yet available.	Math 107.5 points below standard, ELA is 86.1 points below standard.	Math 103 points below standard, increase of 11 % ELA 70 points below standard Increase of 18%	36% Math 42% ELA
2. Percentage of ELs progressing on the ELPAC will increase by 3% annually.	62.2% (Covid Impacted data from 2019)	English Learner data is not being reported on the CA School Dashboard for this school year. Reporting will resume in the fall/winter of 2022.	45.9 % making progress	We have reached almost 50%. increase of 8 %	71% ELPAC
3. Percentage of ELs reclassified will increase by 3% annually.	15% (Covid Impacted data from 2019)	5% (Covid impacted data)	12% reclassified	We are at close to 30%	24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. All students, including those without access to technology at home, will have access to computers and network services for school-required assignments, as monitored by the Superintendent.	100% (All students 1 to 1 as of 2021)	100% of students have access to technology at school.	100% of students have access to technology at school.	We are maintaining our 100% outcome,	100% (Maintain staff and 1 to 1 for all students)
5. Improvement on CA Dashboard.	Chronic Absent Red, ELA and Math Yellow, EL progress Low	CA School Dashboard results were not posted for these areas for the 2021-2022 school year due to COVID impacts. We will have new Dashboard information posted in the fall or winter of 2022.	We are low in multiple areas on the dashboard	We have moved positively on our dashboard	Move up one color and one progress level in EL
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 as reported in October 2020.	100% of students had access to state standards aligned curriculum as reported in October 2021.	100% of students had access to state standards aligned curriculum as reported in October 2022.	We are maintaining 100% access to standards aligned instructional materials.	Maintain 100% access to standards aligned instructional materials.

Goal Analysis

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

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

WUSD is dedicated to providing academic support and services to promote language acquisition, mathematical literacy, and technological literacy. Below is a description of any substantive differences between the planned actions and the actual implementation of these actions:

Planned Actions

Language Acquisition Support:

Implement targeted language acquisition programs for English Learners (EL).

Provide professional development for staff to support EL students.

Utilize bilingual instructional liaisons to assist in classrooms and communicate with families.

Mathematical Literacy:

Adopt and implement a standards-based math curriculum.

Offer professional development for teachers focused on effective math instruction.

Provide additional support and intervention programs for students struggling with math.

Technological Literacy:

Maintain a 1:1 computer ratio for students.

Integrate technology into the curriculum to enhance learning experiences.

Provide training for teachers to effectively use technology in instruction.

Actual Implementation and Substantive Differences

Language Acquisition Support:

Implementation: Targeted language acquisition programs and professional development were implemented as planned. Bilingual instructional liaisons were successfully utilized to support EL students and their families.

Difference: There was a need for more bilingual support than initially anticipated. Additional bilingual instructional liaisons were hired to meet the increased demand.

Mathematical Literacy:

Implementation: The standards-based math curriculum was adopted and professional development was provided. Intervention programs were also put in place to support students struggling with math.

Difference: The professional development sessions had to be expanded to cover more advanced instructional strategies due to the varying levels of teacher familiarity with the new curriculum. Additional math intervention resources were also procured to meet the higher-than-expected need for student support.

Technological Literacy:

Implementation: The goal of maintaining a 1:1 computer ratio was achieved, and technology was integrated into the curriculum. Teachers received training on using technology in their instruction.

Difference: While the 1:1 computer ratio was maintained, the rollout of auxiliary equipment and software was slower than planned due to supply chain issues. Additionally, more extensive training sessions for teachers were necessary to ensure effective use of new technology tools in the classroom.

Monitoring and Evaluation

Language Acquisition Support:

Monitor the progress of EL students through regular assessments and adjust instructional strategies as needed.

Evaluate the effectiveness of professional development sessions for staff.

Mathematical Literacy:

Track student performance in math through standardized tests and internal assessments.

Gather teacher feedback on the new curriculum and professional development effectiveness.

Technological Literacy:

Assess student engagement and learning outcomes related to technology use.

Collect data on teacher proficiency with integrating technology into their instruction.

While the overall goals of promoting language acquisition, mathematical literacy, and technological literacy were achieved, the implementation process revealed areas that required additional resources and adjustments. These insights will inform future planning and ensure that WUSD continues to provide high-quality academic support and services to all students.

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

The significant differences in budgeted versus actual expenditures in Special Education and hiring credentialed staff highlight the need for ongoing evaluation and adjustment of resource allocation to meet the dynamic needs of students and staffing requirements. By addressing these differences and implementing targeted strategies, WUSD aims to provide high-quality support and services to all students, ensuring their academic success and overall well-being. It's crucial to continually evaluate and adjust resource allocation to ensure that students receive the support they need. By identifying and addressing discrepancies between budgeted and actual expenditures, you can make informed decisions to improve services and support student success. It's great to see WUSD prioritizing high-quality support and services for all students. Ongoing evaluation and targeted strategies will certainly contribute to achieving that goal.

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

Support student recovery from the pandemic and enhance academic progress through targeted interventions and comprehensive support systems.

Positive Outcomes from LCAP Actions

Intervention Teachers:

Reading Support: Intervention teachers at Brookside and Blosser provided essential reading support, helping students recover and improve their literacy skills.

Impact: Observable improvement in reading proficiency among students receiving intervention.

Alternative Education:

Credit Recovery: The alternative education program offered credit recovery options, aiding students who had fallen behind.

Impact: Increased credit accumulation and higher rates of on-track graduation for participating students.

Career and Technical Education (CTE) Pathways:

Project-Based Learning: Multiple CTE pathways at WHS supported students through hands-on, project-based learning opportunities.

Impact: Enhanced student engagement and practical skills development, with notable success in student retention and completion rates.

Instructional Assistants:

Classroom Support: Instructional assistants provided crucial support in general education classrooms, helping to differentiate instruction and manage classroom dynamics.

Impact: Improved student performance and classroom behavior, contributing to a more conducive learning environment.

EL Coordinator and Bilingual Instructional Assistants:

Multilingual Services: These roles provided necessary services for multilingual learners, including language support and cultural integration.

Impact: Better language acquisition rates and increased parental engagement in multilingual communities.

Instructional Coaches:

Teacher Development: Instructional coaches at Brookside and Blosser supported teacher skill development through mentoring and professional learning communities.

Impact: Enhanced teaching practices and increased teacher efficacy, leading to improved student outcomes.

School Counselors:

Student Support: Counselors provided essential emotional and academic support at each school site, addressing student well-being and academic planning.

Impact: Reduced absenteeism, improved student mental health, and better academic performance.

Professional Development (CAPS):

Teacher Engagement: Professional development programs helped teachers broaden their skills and engage students more effectively.

Impact: Increased teacher confidence and effectiveness in the classroom, leading to higher student engagement.

Senior Library Assistants:

Resource Management: Maintaining senior library assistants at each comprehensive site ensured that students had access to necessary resources and support for research and learning.

Impact: Increased student use of library resources and improved academic research skills.

After School Support Programs:

Partnership with Kid Club: These programs flourished, serving approximately 500 students and providing additional academic and enrichment activities.

Impact: Enhanced student learning and engagement beyond regular school hours, contributing to overall academic improvement.

Dual Enrollment Programs with MCC:

Planning Capacity: Efforts to plan effectively for dual enrollment programs are underway, providing students with opportunities to earn college credit while in high school.

Impact: Increased student participation in dual enrollment and higher rates of college readiness.

Transitional Kindergarten Program (ELOP):

Early Learning: The Transitional Kindergarten program continued to serve enrolled students, providing a strong foundation for early learning.

Impact: Improved readiness for kindergarten and early academic success among participating students.

Overall, the actions implemented under this goal have shown positive results, supporting student recovery from the pandemic and enhancing academic progress. While the full effects of these efforts are not yet fully reflected in measures of student progress, the positive outcomes observed indicate significant strides in the right direction. Continued focus on these successful actions, coupled with ongoing monitoring and adjustments, will further support student achievement and well-being in WUSD.

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

WUSD is committed to to provide academic support and services to promote language acquisition, mathematical and technological literacy. Only additions and augmentation to achieve academic success across multiple platforms.

Expanded Language Acquisition Support:

Introduce immersive language learning programs or language exchange initiatives to provide more opportunities for students to practice language skills in real-life contexts.

Offer additional language enrichment activities such as language clubs, cultural events, and language immersion camps to deepen students' language proficiency.

Mathematical Literacy Enhancement:

Implement project-based learning experiences that integrate mathematics with real-world problems, fostering critical thinking and problem-solving skills.

Introduce interactive math software and online resources to supplement classroom instruction and provide personalized learning experiences tailored to individual student needs.

Technological Literacy Promotion:

Expand access to coding and computer science courses at all grade levels to enhance students' digital literacy and computational thinking skills.

Provide professional development opportunities for teachers to effectively integrate technology into instruction and leverage educational apps and online platforms to support student learning.

Cross-Curricular Integration:

Develop interdisciplinary projects and activities that integrate language, mathematics, and technology, allowing students to apply their skills in meaningful contexts across subject areas.

Collaborate with community partners and industry professionals to provide authentic learning experiences and expose students to real-world applications of language, mathematics, and technology.

Parent and Community Engagement:

Organize workshops and informational sessions for parents on how to support language acquisition, mathematical literacy, and technological literacy at home.

Establish partnerships with local businesses and organizations to create internship opportunities and mentorship programs for students, emphasizing the importance of academic success and career readiness.

Monitoring and Evaluation:

Implement a comprehensive assessment system to monitor student progress in language acquisition, mathematical literacy, and technological literacy, using formative and summative assessments to inform instructional practices and intervention strategies.

Conduct regular reviews and evaluations of academic support programs and services to identify areas for improvement and ensure alignment with district goals and priorities.

By incorporating these additions and augmentations, WUSD will further strengthen its commitment to providing academic support and services that promote language acquisition, mathematical literacy, and technological literacy, ultimately fostering greater academic success for all students across multiple platforms.

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

Goals and Actions

Goal

Goal #	Description
3	Students and families will be supported and encouraged to advocate safe and healthy lifestyle choices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Attendance rate will increase annually by 1%	90.27% (2019 based on Covid impact.)	The attendance rate for 2021-2022 was 85%. This rate was greatly impacted by COVID quarantines and illnesses.	As of P2 WUSD attendance rate was 90%	As of P1 WUSD attendance rate was at 92%	94%
2. Suspension/expulsion rate will decrease by 1%	6.4% Suspension Expulsion 0.2%	5.2% Suspension Rate, 0.5% Expulsion Rate	6.8% Suspension Rate, 0.2% Expulsion Rate	5% suspension rate thus far and .5 % expulsion	3.6% Reduced Suspension and less than 1% Expulsion
3. Facilities will be maintained.	Parent Survey Data indicates Poor for conditions.	Results of the parent survey indicate that 58.6% of respondents felt the buildings and grounds were well maintained. 63.8% of students reported that the school was clean and well taken care of.	Staff, Parent, and Students according to surveys feel that the facilities are in poor conditions. In the same survey though, grounds and cleanliness were thought to be clean and well taken care of.	Our FIT score was considered Good	Move to good status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Monitor parent participation at events.	Parent involvement was a challenge due to the COVID restrictions in place throughout the school year. Once the restrictions were relaxed in March, schools saw a significant increase in parent participation.	Parent involvement was high and engaged throughout the school year. In the post pandemic year, schools saw a significant increase in parent participation.	Our parental involvement has improved slightly	Increase noticeably
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.	On a local survey, 72.2% of parents responded that their child felt safe at school. 75.9% of students reported that they felt safe at school. 91.7% of staff felt that school was a safe place for students and staff.		80 percent of our parents feel their children feel safe. 85 percent of our students feel safe. 92 percent of staff feel safe at school.	Improved percentage of good or better.
6. Chronic absenteeism will decrease by 3% annually.	25.5%	Chronic absenteeism was at a high level this school year. The rate is estimated at greater than 54%. However this rate has been significantly impacted by COVID quarantines and illness.	Chronic absenteeism was at a high level this school year. The rate is estimated at greater than 45.1%. We are still feeling the effects of a post pandemic reality for many of our families and students. Extreme Weather this past	Currently we are at 30%. A decrease of 15 % almost hitting desired outcomes.	16.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			winter has also played a significant factor.		
7. Survey Parents and Staff on the effectiveness of the music and visual arts programs.	The baseline for this data is the 2021-2022 school year surveys.	90.6% of staff with knowledge of the program feel that students benefit from the music program. 93.8% of staff with knowledge of the program feel that students benefit from the visual arts program. 86.8% of parents with knowledge of the program feel that students benefit from the music program. 92% of parents with knowledge of the program feel that students benefit from the visual arts program.	in our K-8 schools, students, parents, and staff are invested in the music and arts programs. At the high school mostly Visual arts as the music area has lapsed. The previous percentages of the surveys are still apt.	We have invested in our Arts and Music with funding from Prop 28.	To be determined with new survey

Goal Analysis

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

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

WUSD was able to adapt and secure alternative services for social-emotional support despite challenges with the initial partner agency. This flexibility demonstrates a proactive approach to ensuring that students receive the necessary support to thrive academically and emotionally.

Overall, the successful implementation of the goal and associated actions reflects the dedication and commitment of WUSD to meeting the needs of its students effectively.

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.

It's positive to note that most budgeted expenditures aligned closely with the estimated actual expenditures in this goal. The adjustments made, particularly in the areas of Social Emotional Learning and Student Mental Health Supports, indicate a proactive approach to securing additional funding to meet the needs of students. The utilization of the Learning Recovery Emergency Block Grant (LREBG) and COVID Recovery funds for these purposes reflects a commitment to addressing mental health and well-being during challenging times. Additionally, the decision to add Campus Supervisor positions demonstrates a commitment to enhancing supervision and ensuring a safe and supportive environment across multiple sites. Overall, these adjustments reflect strategic resource allocation to support student success and well-being.

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

WUSD has implemented several effective strategies and initiatives to support students, families, and staff members.

Here's a breakdown based on the provided information:

Bilingual Family Liaisons (BFLs): Highly effective in providing services to a significant number of families in the district, as indicated by surveys and contacts.

Room Refurbishing: Effective investment in refurbishing HVAC systems across the district, ensuring comfortable learning environments conducive to student success.

Restorative Practices: Effective in reducing suspension rates across the district, promoting positive behavior and conflict resolution skills among students.

Positive Behavior Interventions and Supports (PBIS) Programs: Mostly effective in recognizing positive behaviors and reducing suspensions, although there may be areas for further improvement.

Social Emotional Learning (SEL) with Tapestry: Successfully implemented throughout the district, enhancing students' emotional well-being and social skills development.

WEB Program Implementation: Successfully implemented at BGMS, providing valuable peer support to foster a sense of belonging among students.

Student Mental Health Support through Tapestry: Successful in providing mental health support services in schools, addressing the diverse needs of students.

Culturally Responsive Teaching Practices: Focused professional development on this area, enhancing cultural competency among staff members to create inclusive learning environments.

High School Elective Offerings: As robust as the district's size and budget allow, providing students with diverse opportunities for academic enrichment.

District Contribution to Transportation: Maintaining robust transportation routes despite limited resources, ensuring access to education for all students.

Student Attendance Review: Actively addressing chronic absenteeism at all sites, resulting in a decline in absenteeism rates, indicating effective intervention strategies.

Communication System with Parents (DOJO, Facebook, Website links): Effective platforms for connecting with parents and keeping them informed about school events and activities.

Parent Education Events (with Counselors, ELAC, and DELAC): Offering valuable information and support to parents on topics such as scholarships, college applications, literacy, and more, promoting parental involvement in their children's education.

Overall, WUSD is making significant efforts to address various aspects of student support, academic success, and family engagement, leading to positive outcomes across the board.

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

These WUSD initiatives are to support the holistic development and well-being of students and families.

Here's how each action could positively impact the school community:

Support Increase in Campus Supervisors through Grant Funds:

Impact: Increased campus supervisors enhance safety and supervision, creating a conducive learning environment.

Benefit: With more supervisors, schools can better manage student behavior, address conflicts promptly, and ensure a safe atmosphere for students, staff, and parents.

Provide Additional Professional Development for Restorative Practices:

Impact: Further training in restorative practices deepens staff understanding and implementation.

Benefit: This can lead to more effective conflict resolution, reduced disciplinary incidents, and stronger relationships within the school community, fostering a positive and supportive school climate.

Offer a Refreshed and Supportive SEL Curriculum:

Impact: A refreshed SEL curriculum ensures relevance and effectiveness for students' social and emotional development.

Benefit: Students equipped with essential SEL skills such as self-awareness, empathy, and relationship-building are better prepared for academic success, positive mental health, and overall well-being.

Continue to Offer District Athletic Events Free of Charge:

Impact: Free athletic events promote inclusivity and student participation.

Benefit: It fosters school spirit, community engagement, and a sense of belonging among students, ensuring that financial barriers do not prevent access to extracurricular activities and associated benefits.

Support Site Leaders in Implementing Culturally Responsive Teaching and Early Intervention Strategies:

Impact: Professional development in these areas promotes cultural inclusivity and proactive support for student needs.

Benefit: Educators equipped with these strategies can create inclusive learning environments, reduce disparities, and better support diverse student populations, fostering academic success and social-emotional growth.

Continue to Support Teachers in Literacy Intervention and Language Acquisition:

Impact: Support in literacy intervention and language acquisition enhances student academic skills.

Benefit: Teachers equipped with resources and training can effectively address literacy challenges and support language acquisition, ensuring that all students have the opportunity to excel academically.

Continue to Support Childcare and Food for Families during Parent Education Events:

Impact: Removing logistical barriers encourages parent engagement in educational events.

Benefit: Enhanced parent engagement strengthens the school-home partnership, positively impacting student achievement, attendance, and overall school success.

By supporting these initiatives, the WUSD school community can work together to create a nurturing and inclusive environment where all students can thrive academically, socially, and emotionally

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willits Unified School District	Mark Beebe Superintendent	markbeebe@willitsunified.com 7074595314

Plan Summary [2024-25]

General Information

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

<p>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)</p> <p>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.</p> <p>Schools in WUSD</p> <p>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.</p> <p>Blosser Lane Elementary School Grades: 3-5</p>

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.

- ----Dashboard 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 26%, Hispanic or Latino 34%, American Indian 6%, Other 7%, and Unknown or Declined to State 27%
Socioeconomically disadvantaged 69.4%, English Learners 15.6% and Students with disabilities 19.5%

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

Sherwood School

Students with two or more races and socio economically 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 rate. 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. All of the subgroups were identified in math.

Sanhedrin High School

Suspension rates are identified for both Hispanic and socio economically 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.

Student and Family Support:

Individualized student support plans are created before the school year begins for those with chronic attendance issues from the previous year. Each school implements site-specific strategies, such as student incentives, attendance campaigns, and various interventions. Additionally, WUSD facilitates a non-punitive School Attendance Review Board (SARB) in collaboration with community agencies to support families and address attendance issues comprehensively.

Professional Development:

Professional development opportunities covering data tracking using Aeries, conflict de-escalation, and restorative practices are available to designated individuals identified by site teams, including family liaisons, administrators, and yard supervisors. WUSD also deploys counselor/therapist resources to facilitate social-emotional learning groups, academic counseling, and professional development. In-classroom coaching for implementing social-emotional learning curriculum is provided to ensure effective delivery and integration.

Parent and Community Outreach:

The district offers parent and community outreach resources, including workshops based on the annual "parent needs" survey. This proactive engagement ensures that parents are well-informed and involved in their children's education, fostering a supportive community environment.

Professional Learning Communities (PLCs):

Each school has identified its stage of collaboration in the Professional Learning Community (PLC) process. WUSD is committed to sustaining PLC professional development and coaching throughout the year. All administrators and teacher leaders actively participate in the California Principles Support (CAPS) network, receiving coaching support between sessions as they implement individually tailored action plans to improve their schools. Each learning session provides practical tools, protocols, and resources that can be implemented promptly.

Focus Areas for 2024-2025:

The focus for the 2024-2025 school year includes unit planning, the teaching-learning-assessing cycle, and a comprehensive review of Common Formative Assessments (CFAs) - encompassing how to write, implement, and utilize them for instructional practices and interventions/extensions. Ongoing resources and professional development are allocated to support sites in English language development. Teachers are given time to identify, map out, and assess essential standards.

Professional Learning Teams (PLTs):

Professional Learning Teams (PLTs) meet regularly to monitor students' progress based on data from interim assessments and common formative assessments. PLTs evaluate their effectiveness based on results, actively using data to inform and improve their practices. Additionally, PLTs pursue enrichment opportunities to further enhance student learning, ensuring that all students receive a comprehensive and well-rounded education.

By implementing these strategic measures, WUSD aims to create a supportive and effective learning environment for all students, addressing challenges proactively and fostering continuous improvement across the district.

WUSD extended invitations to community members, parents representing specific subgroups in need, teachers, site administration, counselors, agencies representing foster and homeless students, and local tribal representatives. This diverse group convened to analyze individual site data, both state and local, employing the Root Cause Analysis Tree Tool for collaboration. Across all sites, a shared concern emerged: a lack of connection between our students, community, and schools.

Willits High School

Main Area of Focus: Consistent Support and Interventions

The primary area of focus to address the low performance of White and Special Education (SpEd) students is the need for consistent support and interventions. This encompasses stabilizing school expectations, ensuring consistent learning rigor across grades, and providing adequate outreach and support services. For White students, this means implementing effective early interventions, addressing attendance issues, and reducing reliance on tools that facilitate cheating. For SpEd students, it involves maintaining consistency in case management, ensuring special education assistance in all classes, ensuring that students have access to grade level content, and supporting parents in advocating for their children's needs. By concentrating on providing stable and consistent support, the district can create a more reliable and effective learning environment that fosters better academic outcomes for these students.

In the context of Additional Targeted Support and Improvement (ATSI) Schools, namely Willits High School, Brookside, and Blosser, areas of concern related to attendance and suspensions were identified, with similar subgroups exhibiting challenges. The findings mirrored those of other schools. Recognizing the importance of connectedness, our team collectively decided to focus efforts on implementing an early warning system, aiming to be proactive in addressing this overarching concern.

Sanhedrin High School

Determining Root Causes: The academic issues and graduation rate were identified as potentially linked to the significant presence of students with reengagement challenges post-COVID, constituting nearly half of WUSD's graduating class. This underscores the necessity for a more targeted learning approach at Sanhedrin. The team raised concerns regarding transportation and a community culture that seemed to impact consistent school attendance among students.

Baechtel Grove Middle School

Determining Root Causes: The academic performance, attendance, and suspension rates were thought to be linked to the crucial need for students to feel connected and secure within the school environment. The team also emphasized the necessity of enhancing parent and community engagement. Chronic attendance rates were attributed this to aspects like school culture, levels of student and parent engagement, and a lack of emphasis on social-emotional learning.

Sherwood School

Determining Root Causes: The team hypothesized that students need to learn how to regulate themselves and that there should be a structured social emotional learning program at the site.

Brookside: The team hypothesized that students need to learn how to regulate themselves and that there should be a structured social emotional learning program at the site. The team also emphasized the necessity of enhancing parent and community engagement. Chronic attendance rates were attributed this to aspects like school culture, levels of student and parent engagement, and a lack of emphasis on social-emotional learning.

Blosser: The team believes that students with disabilities are struggling with ELA due to a need for early interventions.

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 below the district average in ELA and Math. although quite a significant increase in scores this past year of 12 for 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 of 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

Educational Partner(s)	Process for Engagement
	administration attends to align the LCAP goals and support structures that apply to the unique nature of this small rural school.
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 Offered 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 2024, 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 23/24 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.

Educational Partner(s)	Process for Engagement
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 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.

Willits Unified School District Priorities and Feedback for 2022/23 & 2023/24

Overview:

Based on feedback from educational partners, the Willits Unified School District (WUSD) will continue addressing ongoing concerns and new priorities for the 2022/23 and 2023/24 school years. The focus includes addressing findings from the FPM audit, enhancing reading programs, tackling chronic absenteeism, improving physical education, and providing additional support for English learners.

Two community LCAP meetings in the spring of 2024. All stakeholders invited.

Information from those meetings are to be found in the key takeaways to be found imbedded in each outlined and identified goal.

Additional Key Priorities developed through Guiding Coaction, CAPS training, Site PLT and Instructional Leadership Teams, School Site Council, Public Comment, Board Workshops, Survey Data to all Stakeholders, and CBA negotiations with both bargaining units:

Reading Programs:

Continued Support: School site councils have emphasized the importance of sustaining and enhancing the reading program.

Tutoring and English Immersion: DELAC feedback highlighted the need for additional tutoring and English immersion opportunities for English learners.

Chronic Absenteeism:

Early Intervention: Utilizing the Early Warning System (EWS) to proactively address chronic absenteeism through individualized support plans and attendance campaigns.

Physical Education:

FPM Audit Compliance: Ensuring adherence to physical education requirements as highlighted in the FPM audit.

Support for English Learners:

Additional Services: Providing more tutoring, immersion programs, and English language classes for parents.

Professional Development: Focusing on training for teachers to better support English learners.

Special Education:

Advocacy and Support: Increasing advocacy and support through a program specialist for special education students.

Intervention Processes: Continuing to refine the process for interventions prior to special education referrals.

Social and Emotional Support:

Expanded Services: Continuing to offer and expand services that provide social and emotional support for students.

Professional Development:

Focused Training: Providing specific professional development focusing on the needs of English learners and understanding the gender spectrum.

Expanded Learning Opportunities:

ELO-P Development: Developing the Expanded Learning Opportunities Program (ELO-P) based on interest and needs identified during the 2022/23 school year.

Site-Specific Improvements:

Brookside Elementary and Blosser Lane Elementary ATSI Process:

Reading Program: Emphasis on sustaining the reading program.

Parent Involvement: Initiating English language classes for parents.

Special Education: Additional support and advocacy through program specialists.

Baechtel Grove Middle School (BGMS):

ATSI Process: Continuing data analysis to ensure improvement under the Comprehensive Support and Improvement (CSI) process.

Family Liaison Support: Increasing support hours from a bilingual family liaison.

District Leadership Goals:

Focus Areas: The district leadership team has prioritized professional development that targets the needs of English learners, closing the achievement gap, standards based rigor, covers topics related to literacy, inclusive environment and culture, essential standards alignment,

co-curricular participation, and continued development of partnerships with city and county agencies (MCC, Spare time, Metal FX, Howard Hospital, Cal; Fire, WPD, Sheriffs, Logging industry, DF and G etc.)

Community Engagement: Ensuring that feedback from DELAC and other educational partners directly informs district priorities and actions.

All survey results indicated a district wide need for literacy. The primary goal. To include and on-going within the following:

Promoting literacy in WUSD can be achieved through a multifaceted approach that involves collaboration among educators, administrators, parents, and the broader community. Here are some strategies:

Early Literacy Programs: Implement early literacy programs that focus on foundational skills such as phonics, phonemic awareness, vocabulary development, and comprehension. Provide training for teachers on evidence-based literacy instruction methods.

Robust School Libraries: Ensure that each school has a well-stocked library with a diverse collection of books catering to different reading levels and interests. Encourage regular library visits and promote reading for pleasure.

Literacy Across the Curriculum: Embed literacy instruction across all subject areas, not just English language arts. Encourage teachers in science, social studies, and other disciplines to incorporate reading and writing activities into their lessons.

Professional Development: Offer ongoing professional development opportunities for teachers to enhance their literacy instruction skills. Provide training on effective strategies for teaching reading and supporting struggling readers.

Parent and Community Involvement: Engage parents and the community in promoting literacy. Host family literacy events, book fairs, and author visits. Provide resources and workshops for parents on how to support their child's literacy development at home.

Technology Integration: Utilize technology to enhance literacy instruction. Invest in digital resources such as e-books, audiobooks, and literacy apps. Use educational software and online platforms to provide personalized literacy instruction.

Intervention and Support Programs: Implement intervention programs for students who are struggling with literacy skills. Offer small group instruction, one-on-one tutoring, and targeted interventions to address individual needs.

Celebrate Literacy: Create a culture of literacy celebration within the district. Recognize and reward students who achieve literacy milestones. Organize literacy-themed events, such as Read Across America Day, author visits, and storytelling sessions.

Collaboration with Community Partners: Partner with local libraries, literacy organizations, businesses, and volunteers to support literacy initiatives. Collaborate on literacy outreach programs, summer reading programs, and community literacy events.

Data-Driven Decision Making: Use data to assess student progress and inform instructional decisions. Regularly assess students' literacy skills using formative and summative assessments. Analyze data to identify areas for improvement and adjust instruction accordingly.

By addressing these priorities and incorporating the feedback from educational partners, WUSD aims to create a supportive and effective learning environment for all students, ensuring continuous improvement and success across the district.

Willits Unified School District (WUSD) Goals for 2024

Stakeholder Survey Goals:

Based on the comprehensive stakeholder survey, WUSD has identified 5 major goals for the 2024 school year, reflecting the input from parents across all sites and grade levels:

1. Continue to Create a Positive School Climate and Culture:

Fostering Inclusivity: Implement programs and initiatives that promote inclusivity, respect, and a supportive environment for all students.

Enhancing Communication: Improve communication channels between students, staff, and parents to build stronger relationships and trust.

Positive Behavior Support: Increase the use of positive behavior interventions and supports (PBIS) to reinforce good behavior and reduce disciplinary issues.

Decrease the Learning Gap:

Targeted Interventions: Implement targeted academic interventions for students who are below grade level to bridge the learning gap.

Data-Driven Instruction: Use data from assessments to inform instruction and provide differentiated support to meet students' individual needs.

Professional Development: Offer ongoing professional development for teachers on strategies to support struggling learners.

2. Expand Before, During and After School Programs that promote and refine literacy :

Extended Learning Opportunities: Increase the availability of before and after school programs to provide additional academic support and enrichment activities.

Community Partnerships: Collaborate with local organizations to offer a variety of programs that cater to students' interests and needs.

Accessibility: Ensure programs are accessible to all students, including those from underserved communities.

3. Create Accountability for All Students and Staff:

Clear Expectations: Establish clear expectations for academic performance and behavior for both students and staff.

Regular Monitoring: Implement regular monitoring and evaluation processes to ensure accountability and progress towards goals.

Feedback and Improvement: Create systems for providing constructive feedback and opportunities for professional growth.

4. Additional Goal: Maintaining a Safe and Healthy Environment:

Health and Safety Protocols: Continue to implement and update health and safety protocols to protect students and staff.

Mental Health Supports: Increase access to mental health resources and supports for students and staff.

Input from School Site Councils

School Site Councils' Specific Feedback:

5. Literacy Focus for Grades K-5:

Extended Learning Opportunities Plan: While the LCAP will address literacy to some extent, the district's Extended Learning Opportunities plan will provide greater focus on this area.

Early Literacy Programs: Enhance early literacy programs and provide additional support for students struggling with reading.

Mental Health Supports:

Counseling Services: Increase the availability of counseling services and mental health resources at all sites.

Training for Staff: Provide training for teachers and staff on identifying and supporting students with mental health needs.

CTE Opportunities:

Expansion of CTE Programs: Continue to expand Career and Technical Education (CTE) opportunities at Willits High School.

Industry Partnerships: Develop partnerships with local industries to offer students real-world experiences and internships.

Adoption by School Board:

The school board has adopted these goals, emphasizing the importance of maintaining a safe and healthy environment alongside the four major goals identified by stakeholders and site councils.

By aligning district priorities with the feedback from stakeholders and site councils, WUSD aims to create a positive, inclusive, and supportive learning environment that addresses the diverse needs of its students and prepares them for future success.

Willits Unified School District (WUSD) Comprehensive Feedback and Improvement Plans

1. Sources of Feedback:

DELAC (District English Learner Advisory Committee):

Feedback: Need for additional tutoring, English immersion opportunities for EL students, and English language classes for parents.

Actions: Incorporate more tutoring and English immersion programs. Offer English classes for parents.

ELAC (English Learner Advisory Committee):

Feedback: Enhance EL support at the school level.

Actions: Improve EL programs and provide additional resources for English learners.

School Site Councils:

Feedback: Support for reading programs in grades K-5, more mental health supports, and expanded CTE opportunities at the high school.
Actions: Continue literacy initiatives, increase mental health resources, and develop more CTE programs.

CSI (Comprehensive Support and Improvement) Process:

Feedback: Identified performance issues and root causes.

Actions: Develop support and improvement plans based on root cause analysis, focusing on specific needs of schools in CSI.

ATSI (Additional Targeted Support and Improvement) Process:

Feedback: Academic concerns and low graduation rates among certain subgroups.

Actions: Implement targeted interventions for identified subgroups to improve academic performance and graduation rates.

Surveys:

Feedback: Focus areas identified by stakeholders: positive school climate, reducing learning gaps, expanding before and after school programs, and accountability.

Actions: Adopt these focus areas in district goals and plans.

Parent Meetings and PTOs (Parent-Teacher Organizations):

Feedback: Need for stronger parent and community engagement, and more extracurricular activities.

Actions: Enhance communication with parents, increase engagement opportunities, and develop additional extracurricular programs.

2. District-Wide Support and Improvement Plans:

Data Analysis and Root Cause Identification:

Actions: Sites, the school board, and root cause analysis teams explore local and CA Dashboard data to identify underlying issues.

Training and Coordination:

Actions: Provide training on root cause analysis, SMART goals development, and plan implementation. Coordinate efforts across the district.

Tiered Support Resources:

Actions: Allocate tier 1, 2, and 3 resources for attendance and suspension issues. Develop social-emotional learning curriculum and academic supports tailored to individual site needs.

Early Warning System (EWS):

Actions: Implement an EWS to proactively address potential issues. Establish student support plans before the school year for those with chronic attendance issues from the previous year. Implement strategies like student incentives and attendance campaigns.

Professional Development:

Actions: Offer professional development in data tracking (Aeries), conflict de-escalation, and restorative practices. Deploy counselor/therapist resources for social-emotional learning, academic counseling, and in-classroom coaching.

Parent and Community Outreach:

Actions: Conduct workshops based on the annual "parent needs" survey to enhance parent and community engagement.

Non-Punitive and Restorative Practices due to recent legislation:

Actions: Facilitate a non-punitive restorative practice in collaboration with community agencies to support Willits families.

Professional Learning Communities (PLCs):

Actions: Support PLC development and coaching. Focus on unit planning, teaching-learning-assessing cycles, and Common Formative Assessments (CFAs). Ensure ongoing resources and professional development for English language development.

3. Site-Specific Plans and Focus Areas:

Willits High School:

Focus: Comprehensive support, CTE expansion, academic interventions, and addressing attendance issues.

Sanhedrin High School:

Focus: Addressing reengagement challenges and improving graduation rates, especially among specific subgroups.

Baechtel Grove Middle School:

Focus: Improving academic performance, attendance, and suspension rates. Enhancing parent and community engagement.

Sherwood School:

Focus: Addressing academic concerns and chronic absenteeism, especially in multi-grade classrooms.

Brookside:

Focus: Improving attendance and suspension rates, particularly among special education students.

Blosser:

Focus: Addressing chronic absenteeism and academic performance across all subgroups.

4. Continued Monitoring and Improvement:

Data Monitoring:

Actions: Regularly monitor interim and summative assessment data to track student growth towards grade level standards. Provide additional professional development as needed.

EWS Implementation:

Actions: Ensure the EWS has checks and balances for transparency, monitoring, accountability, and resource allocation. Administrators to monitor student attendance, suspensions, and grades to identify needs for interventions.

Community Involvement:

Actions: Share EWS data with community partners, parents, students, and the board for increased transparency and accountability.

Actions: Share DELAC data input from this group included much of the information mentioned above. This group also asked that the district increase the support for English learners in planning for the future. There was also a desire to offer financial support to Nuestra Alianza for their summer program which supports bilingual and bicultural students.

Actions: Input from parents of students served in special education indicated that they would like to see additional opportunities for students to engage with the core curriculum in ELA and math, increased opportunities for inclusion in general education, and increased opportunities for instructional staff to have access to appropriate training in supporting students with social/emotional and behavioral needs.

Actions: The district leadership team met to discuss the budget and the LCAP. Their input mirrored much of the input received from the stakeholder survey and site councils. Principals were in support of increasing support for social emotional learning, focusing on reading skills, and addressing learning acceleration as a part of our design in the LCAP.

Action: As a result of the Needs Assessment conducted at BGMS, the following resource inequities were found: Students receiving special education services need guaranteed access to the core curriculum in ELA and Math, Students need reliable access to technology and the internet, Instructional staff need continuing access to high quality professional development, Students need access to social/emotional supports at school, and Spanish speaking families need support to engage with school staff.

By incorporating feedback from various stakeholders and implementing these comprehensive plans, WUSD aims to create a supportive and effective learning environment that addresses the diverse needs of its students and improves overall educational outcomes.

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.

<ul style="list-style-type: none">---Ensuring that WUSD students are prepared for college and/or a career involves a comprehensive approach that addresses both academic and career-related aspects. <p>Here are some strategies to achieve this goal:</p> <p>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.</p> <p>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.</p> <p>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.</p>
--

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.	42% 2020 WHS (SHS is not A-G)			60% 2025 WHS (SHS is not A-G)	
1.2	2. Increase number of students completing Career Technical Education.	71% completed at least one CTE pathway for 2021.			80% completed at least one CTE pathway for 2025	
1.3	3. Increase number of students completing Advanced Placement courses with a score of 3 or more.	47% of students enrolled in AP courses passed the exam with a score of 3 or higher for 2020.			60% of students enrolled in AP courses will pass the exam with a score of 3 or higher for 2027.	
1.4	4. High School Graduation Rate will increase 2% annually.	84.6% of students graduated in 4 years for 2021			95% of seniors in cohort	
1.5	5. Increase the percentage of career and college ready students including EAP annually by 2%.	51% of students were college and career ready in 2021.			65% will be college and career prepared	
1.6	6. Decrease the dropout rate for middle/high school students.	10% of students were considered dropouts for 2021 (COVID Impacted).			5% of dropouts will be dropouts	
1.7	7. Increase the number of students participating in post- secondary education by 2% annually.	35% (Covid Impacted) of 2020 graduates who responded reported participation in a post secondary option			70 % will participate in post secondary institutions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	8. Teachers appropriately assigned and fully credentialed	8 Are not fully credentialed			only 5% will not be fully credentialed	
1.9	9. The % of pupils who have successfully completed both types of courses (UC/CSU and CTE)	42% of graduating students passed both A-G and CTE requirements for 2021.			65% of graduating students will pass 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.	100% as evidenced by enrollment for 2021.			100% as evidenced by enrollment for 2027	
1.11	11. Pupil outcomes, in the subject areas described in Sec 51210 and subdivision (a) to (i), inclusive of Sec 51220, as applicable	35% Grade level reading at the end of 3rd Grade based on DIBELS. Biliteracy Award 4% . Algebra Readiness from Ready Math 33% as reported for Spring 2021.			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.	
1.12	12. The percentage of special education students who are in the general education environment for more than 80% of their school day.	For 2020-2021, this data was not readily available. The most recent year data is available for is 2018-2019. In this year our rate was 33.94%.			The percentage of special education students who are in the general education (50%) environment will spend 80 % of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					their school day in the general education environment..	
1.13	13. Revised- The percentage of students who are referred to special education who qualify for services.	For 2020-2021, WUSD had 40 students referred for special education evaluation. Of the students evaluated, 30 students qualified for special education services. (75%)			WUSD will be at 45% of students referred who will qualify for special education services.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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
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

Action #	Title	Description	Total Funds	Contributing
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.

<p>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:</p> <p>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.</p> <p>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.</p> <p>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</p>
--

(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:

LETTERS 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 21% ELA 27% (Last state test 2019)			Math 40% ELA 50% will rise to this percentage.	
2.2	2. Percentage of ELs progressing on the ELPAC will increase by 3% annually.	62.2% (Covid Impacted data from 2019)			75% of long term AMOE EL stduents will improve on the ELPAC.	
2.3	3. Percentage of ELs reclassified will increase by 3% annually.	15% (Covid Impacted data from 2019)			50% of EL stduents will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					achieve RFEP status	
2.4	4. All students, including those without access to technology at home, will have access to computers and network services for school-required assignments, as monitored by the Superintendent.	100% (All students 1 to 1 as of 2021)			Continued 100% access for all students.	
2.5	5. Improvement on CA Dashboard.	Chronic Absent Red, ELA and Math Yellow, EL progress Low			Chronic Absenteeism will decrease by 10%. Increased Math / ELA scores as indicated by previous outcome in Goal 1. Graduation rates will climb to 95% in cohort years.	
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 as reported in October 2020.			Continued 100% access for all students.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Lexia, Letters, I ready, Math, Bright Thinker, Canvas, Reading A-Z, or any new or preexisting software to support academic growth.	1 to 1 computers require the acquisition of software to help enhance learning	\$55,000.00	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.	\$75,000.00	No Yes
2.3	Continued Professional development directed	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	\$215,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
	by Executive Director, site leadership and SBDM trial model	and technology resources. These positions also promote reading and research skills for students.		
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.	\$308,808.00	Yes
2.5	Continued implementation of EL services and instructional language for for second language stduents.	This is a secondary classes designed to help new comers to acquire ELA skills.	\$10,000.00	Yes
2.6	Continue implementation of TK transition to Kinder.			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.	\$35,000.00	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.	\$967,615.00	Yes
2.9	Language Acquisition Support	Provide support from bi-lingual liaisons to students in grades TK-12 to improve English language acquisition.	\$207,041.00	Yes
2.10	Provide intervention curriculum	Intervention curriculum will support student needs in language acquisition, reading, and mathematics.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$52,151.00	Yes
2.12	Reading Instructional Coaching	Provide reading instructional coaches to support teachers in providing high quality reading instruction in grade K-5.		No
2.13	Reading Specialists	Provide reading specialists to provide reading intervention instruction to identified students in grades K-5.		No
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
2.15	Special Education Program Specialist	Provide a program specialist to support special education students and families in successfully accessing services.	\$44,136.00	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.

<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p>
--

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 WISD'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%	90.27% (2019 based on Covid impact.)			95% attendance and decrease chronic absenteeism by 3 % annually.	
3.2	2. Suspension/expulsion rate will decrease by 1%	6.4% Suspension Expulsion 0.2%			3% suspension rate for proceeding year.	

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.	Parent Survey Data indicates Poor for conditions.			All facilities' on SARC report to be at checked at the 'Good" level.	
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.	Monitor parent participation at events.			25% of parents will attend multiple events throughout the year. District will monitor base don survey data.	
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.			80% of stduents will feel safe, supported, and procedures for access to adult intervention resources will be provided.	
3.6	6. Chronic absenteeism will decrease by 3% annually.	25.5%			Chronic Absenteeism will be reduced by 10%	
3.7	7. Survey Parents and Staff on the effectiveness of the music and visual arts programs.	The baseline for this data is the 2021-2022 school year surveys.			Surveys will be sent out to all stakeholders. A return of at least 50% on surveys.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Campus Security at the high school and middle school campuses.	The campus supervisor positions were maintained.	\$112,352.97	Yes
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.	\$285,020.00	Yes
3.3	Continue to reduce the number of projects on Deferred Maintenance list.	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
	This is a huge issue for the district.			
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.	\$232,901.00	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.	\$50,000.00	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.	\$115,998.00	Yes
3.7	Continue to provide multiple CTE offerings at WHS and	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

Action #	Title	Description	Total Funds	Contributing
	begin to implement at middle school			
3.9	WUSD will continue to prioritize providing students with comprehensive support and opportunities to thrive academically, socially, and beyond	Provide four yard duty positions for two hours per day. Two positions to serve Brookside and two positions to serve Blosser Lane.		Yes
3.10	Vertical Articulation of Essential Standards and Staff while potentially utilizing the Site based decision-making model	PE Coordinators to assist in providing students with physical education.	\$225,009.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,075,561	\$232,935

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
18.876%	0.000%	\$0.00	18.876%

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	<p>Action: Continue to plan and staff for career opportunities through the development of pathways with A - G designation.</p> <p>Need: A-G designation is crucial for preparing students for success in both college and career</p>	<p>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:</p> <p>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,</p>	<p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>incorporating A-G courses along with career and technical education (CTE) courses that provide practical skills and knowledge relevant to specific career fields.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>current and future workforce needs.</p> <p>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.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Student Support Services: Offer comprehensive student support services to ensure that all students have access to academic advising, 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.</p> <p>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.</p>	<p>their relevance and effectiveness.</p> <p>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.</p> <p>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.</p> <p>Program Evaluation: Conduct regular</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>evaluations of career pathways to assess their impact on student 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.</p> <p>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.</p>
1.2	<p>Action: Identify first time college bound students</p> <p>Need: identifying first-time college-bound students and providing them with the support and resources they need to successfully navigate</p>	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.	Intent to Attend College: Survey students to determine their intentions regarding post-secondary education. Include questions about whether they plan to attend college,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the college application and enrollment process is crucial for institutional success.</p> <p>Scope: Schoolwide</p>	<p>College and Career Readiness Assessments: Use college and career readiness assessments, such as the SAT, ACT, or PSAT/NMSQT, to identify 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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>their preferred type of institution (e.g., four-year university, community college), and their intended major or field of study.</p> <p>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.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>questions and seek guidance from counselors or college advisors.</p> <p>Parental Involvement: Engage parents and guardians in discussions about their children's post-secondary plans and encourage them to support their children's college aspirations. Provide resources and information to parents about the college application process and financial aid opportunities.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Participation in College Preparatory Programs: Identify students who participate in college preparatory programs or initiatives such as AVID (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.</p> <p>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.</p> <p>Engagement in Extracurricular Activities: Assess students' involvement in extracurricular activities,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>leadership roles, and community service. Active participation in extracurriculars can demonstrate students' leadership skills, initiative, and commitment to personal and academic growth, all of which are valued by colleges and universities.</p> <p>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.</p> <p>College and Career Planning Activities: Track students' participation in college and career planning activities such as college fairs, campus visits, career exploration workshops, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			individualized counseling sessions. Active engagement in these activities demonstrates students' proactive approach to planning for their future education and career goals.
1.3	<p>Action: Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.</p> <p>Need: WUSD aims to provide a comprehensive and supportive educational environment that fosters academic excellence, personal growth, and lifelong success for all students.</p> <p>Scope: Schoolwide</p>	<p>Expanded Course Offerings: 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.</p> <p>Counseling and Advising: 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.</p> <p>Awareness Campaigns: Conduct informational sessions for students and parents to promote the benefits of dual enrollment, including college readiness, cost savings, and accelerated degree completion.</p> <p>Support Services: Offer tutoring, study groups, and academic workshops specifically designed for dual enrollment students to help them succeed in college-level coursework.</p> <p>Academic Decathlon Team Recruitment and Preparation: Actively recruit students from diverse academic backgrounds to form well-rounded teams. Provide</p>	<p>Monitoring and Measuring Success To ensure the effectiveness and continuous improvement of these enrichment programs, WUSD will implement the following monitoring and evaluation strategies:</p> <p>Data Collection and Analysis: Track enrollment numbers, course completion rates, and academic performance of students participating in dual enrollment, Academic Decathlon, and early child mentoring programs.</p> <p>Surveys and Feedback: Conduct regular surveys of students, parents, and teachers to gather feedback on the quality</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>training sessions, study materials, and practice exams to prepare students for competition.</p> <p>Mentorship and Coaching: 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.</p> <p>Competitions and Events: 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.</p> <p>Recognition and Rewards: Recognize and celebrate the achievements of Academic Decathlon participants through awards, certificates, and special events to motivate and encourage continued participation.</p> <p>Early Child Mentoring</p> <p>Mentor Training Programs: Provide comprehensive training for high school students who wish to become mentors, covering topics such as child development, effective communication, and mentoring best practices.</p> <p>Partnerships with Elementary Schools: Establish partnerships with local elementary schools to create structured mentoring programs where high school students can support younger students academically and socially.</p> <p>Regular Interaction and Activities: Facilitate regular mentoring sessions and activities, including tutoring, reading programs, and social-emotional learning workshops, to foster meaningful connections between mentors and mentees.</p>	<p>and impact of the programs, identifying areas for improvement.</p> <p>Performance Metrics: Establish clear performance metrics, such as college credit accumulation, competition results, and mentor-mentee progress, to measure the success of each program.</p> <p>Annual Review: Perform an annual review of the programs, incorporating data analysis and feedback to make informed decisions about program enhancements and resource allocation.</p> <p>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.</p>

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Adjust teacher assignments and student placements as needed to maintain balanced class sizes.</p> <p>Community Engagement:</p> <p>Engage parents and community members in discussions about the importance of maintaining small class sizes.</p> <p>Build community support for funding initiatives that prioritize hiring and retaining teachers.</p> <p>Partnerships and Collaborations:</p> <p>Collaborate with local universities and teacher education programs to create a pipeline of qualified teacher candidates.</p> <p>Partner with educational organizations to share resources and best practices for maintaining small class sizes.</p> <p>Policy Advocacy:</p> <p>Advocate for policies at the local and state level that support funding for class size reduction and teacher recruitment efforts.</p> <p>Monitoring and Evaluation</p> <p>Student-Teacher Ratio Reports:</p> <p>Generate regular reports on student-teacher ratios in each elementary school.</p> <p>Use these reports to identify and address any discrepancies in class sizes.</p> <p>Teacher Feedback:</p> <p>Conduct surveys and feedback sessions with teachers to understand their needs and challenges related to class size.</p>	<p>Target: Uniform distribution of class sizes within optimal ranges.</p> <p>Measurement: Number of classes falling within specific size ranges (e.g., 15-20, 21-25 students) and identify outliers.</p> <p>Academic Performance</p> <p>Definition: Student achievement metrics such as test scores, grades, and proficiency levels.</p> <p>Target: Improvements in academic outcomes related to reduced class sizes.</p> <p>Measurement: Analysis of standardized test scores, report card grades, and subject-specific proficiency before and after class size reduction.</p> <p>Teacher Satisfaction and Retention</p> <p>Definition: Levels of teacher job satisfaction and retention rates.</p> <p>Target: Increased satisfaction and lower turnover rates.</p> <p>Measurement: Annual teacher surveys and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Use this feedback to make informed decisions about staffing and resource allocation. Student Performance Data:</p> <p>Track and analyze student performance data to assess the impact of class size on academic outcomes. Use this data to support the case for maintaining small class sizes. Budget Reviews:</p> <p>Perform regular budget reviews to ensure that funds allocated for maintaining teacher numbers are being used effectively. Adjust budget allocations as needed based on the outcomes of these reviews. Community Feedback:</p> <p>Gather feedback from parents and community members on the perceived impact of class size reduction efforts. Use this feedback to refine strategies and build ongoing support for these initiatives. 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.</p>	<p>tracking retention statistics.</p> <p>Student Engagement and Behavior Definition: Levels of student engagement and incidence of behavioral issues. Target: Higher engagement and fewer behavioral problems. Measurement: Student engagement surveys, classroom observation reports, and behavior incident logs.</p> <p>Parental Satisfaction Definition: Parental perceptions of class size and its impact on education. Target: High levels of satisfaction with class sizes. Measurement: Parent feedback through surveys and meetings.</p> <p>Resource Allocation Efficiency Definition: Effective use of financial and human resources.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Target: Optimal budget use to support class size reduction. Measurement: Budget analysis reports, teacher hiring data, and resource distribution reviews.</p> <p>Enrollment and Capacity Management Definition: Balance between student enrollment numbers and classroom capacity. Target: Maintain manageable class sizes within existing facilities. Measurement: Enrollment statistics compared to classroom and school capacity.</p> <p>Individualized Student Support Definition: Access to tailored academic and social-emotional support services. Target: Increased individual attention and support. Measurement: Student support plans, intervention logs, and service utilization rates.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Professional Development Impact Definition: Effectiveness of teacher training related to managing smaller classes. Target: Enhanced teacher skills and strategies for small class instruction. Measurement: Professional development attendance, feedback surveys, and observed changes in teaching practices.</p> <p>Equity in Education Definition: Ensuring equitable class sizes across different schools and demographics. Target: Fair distribution of resources and class sizes. Measurement: Comparison of class sizes and resource allocation across schools and demographic groups.</p>
2.2	Action: 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.	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: Strategies for Maintaining a 1:1 Computer Ratio	Metrics to Monitor and Maintain a 1:1 Computer Ratio Device Distribution Metrics:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 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.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Inventory Management:</p> <p>Regularly update the inventory of computers and auxiliary equipment. Track the condition and usage of devices to anticipate replacement needs.</p> <p>Funding and Budget Allocation:</p> <p>Allocate a specific budget for purchasing new computers and auxiliary equipment. Seek grants and partnerships with technology companies to supplement funding.</p> <p>Maintenance and Repairs:</p> <p>Establish a maintenance schedule and a repair process to keep devices in working order. Create a system for students and teachers to report issues promptly.</p> <p>Replacement Cycle:</p> <p>Implement a replacement cycle to ensure outdated or malfunctioning devices are replaced timely. Plan for periodic upgrades to keep up with technological advancements.</p> <p>Distribution and Collection:</p> <p>Develop a distribution plan to ensure every student receives a device. Create protocols for collecting devices at the end of the school year or when students leave the district.</p> <p>Professional Development:</p> <p>Provide training for teachers and staff on integrating technology into the curriculum.</p>	<p>Number of Devices Distributed: Track the total number of devices distributed to students each year.</p> <p>Student Access Rate: Percentage of students with access to a personal device.</p> <p>Inventory and Replacement Metrics:</p> <p>Device Condition Reports: Regular assessments of device conditions (e.g., working, needs repair, outdated).</p> <p>Replacement Rate: Percentage of devices replaced annually according to the replacement cycle.</p> <p>Usage and Engagement Metrics:</p> <p>Login and Usage Data: Monitor how frequently students log in and use their devices for educational purposes.</p> <p>Engagement in Digital Learning: Measure student engagement in digital learning activities and assignments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Offer workshops for students and parents on using the devices effectively. Equity and Access:</p> <p>Ensure all students, especially unduplicated students, have equal access to devices and internet connectivity. Provide hotspots or internet subsidies for students without home internet access.</p> <p>Maintain District-wide Director of Technology and staff in order to support the implementation of classroom technology.</p>	<p>Support and Maintenance Metrics:</p> <p>Repair Turnaround Time: Average time taken to repair or replace faulty devices. Help Desk Tickets: Number and types of help desk tickets related to device issues. Training and Professional Development Metrics:</p> <p>Training Participation Rates: Percentage of teachers and staff participating in technology training sessions. Feedback on Training: Satisfaction levels and effectiveness of professional development as reported by participants. Equity and Access Metrics:</p> <p>Device Distribution by Demographics: Track device distribution across different student demographics to ensure equity.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Internet Access Rate: Percentage of students with reliable internet access at home.</p> <p>Academic Performance Metrics:</p> <p>Impact on Learning Outcomes: Analyze how access to technology impacts student learning outcomes, grades, and standardized test scores.</p> <p>Digital Literacy Skills: Assess students' proficiency in digital literacy and technology use.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: Continued Professional development directed by Executive Director, site leadership and SBDM trial model</p> <p>Need: WUSD continues to ensure that educators are well-equipped to support students' diverse needs and help them achieve academic, social, and emotional success.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>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:</p> <p>Professional Development Needs Technology Integration and Digital Literacy:</p> <p>Effective Use of Educational Technology: Training on integrating technology into the curriculum to enhance teaching and learning. Digital Literacy for Students: Techniques for teaching digital literacy skills to students. Online and Blended Learning: Best practices for online and blended learning environments, including remote teaching strategies. Language Acquisition and Literacy:</p> <p>ELL Instruction: Strategies for teaching English Language Learners, including differentiation and language development programs. Reading Intervention Programs: Training on specific reading intervention programs like Lexia and Flocabulary. 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. Mathematical Literacy:</p> <p>Math Instructional Strategies: Effective methods for teaching math, including hands-on learning, problem-solving, and critical thinking skills.</p>	<p>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 efforts are aligned with district goals. Here are some suggested metrics:</p> <p>1. Participation and Engagement Attendance Rates: Track the number of teachers, staff, and administrators who attend PD sessions. Completion Rates: Measure the percentage of participants who complete multi-session PD programs. Engagement Levels: Use surveys and feedback forms to assess participants' engagement and satisfaction with the PD sessions.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Supporting Struggling Learners: Intervention strategies for students who need additional support in math.</p> <p>Social-Emotional Learning (SEL) and Trauma-Informed Practices:</p> <p>SEL Curriculum: Implementing and integrating SEL into daily classroom activities.</p> <p>Trauma-Informed Care: Understanding the impact of trauma on learning and behavior and using trauma-informed practices to support students.</p> <p>Conflict Resolution and Restorative Practices: Training on restorative practices and conflict resolution to create a positive school climate.</p> <p>College and Career Readiness:</p> <p>Career Pathways and CTE Programs: Developing and supporting career and technical education pathways, including A-G courses and dual enrollment opportunities.</p> <p>College Counseling: Providing guidance on college admissions, financial aid, and career planning.</p> <p>Data-Driven Instruction:</p> <p>Using Data to Inform Instruction: Training on collecting, analyzing, and using student data to drive instructional decisions and improve student outcomes.</p> <p>MTSS Implementation: Multi-Tiered System of Supports (MTSS) training to help identify and support students' academic and behavioral needs.</p> <p>Inclusive Education and Special Education:</p>	<p>2. Knowledge and Skill Acquisition</p> <p>Pre- and Post-Assessment Scores: Administer assessments before and after PD sessions to measure the increase in participants' knowledge and skills.</p> <p>Self-Assessment Surveys: Have participants rate their own confidence and competency levels before and after PD sessions.</p> <p>3. Application and Implementation</p> <p>Classroom Observations: Conduct observations to see if and how teachers are implementing new strategies and practices learned during PD sessions.</p> <p>Teacher Portfolios: Review portfolios that include lesson plans, student work samples, and reflections on how PD has influenced their teaching.</p> <p>4. Student Outcomes</p> <p>Academic Performance: Track changes in student performance on standardized tests, benchmark assessments,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Differentiation Strategies: Techniques for differentiating instruction to meet the diverse needs of all learners.</p> <p>Special Education Best Practices: Strategies for supporting students with special needs, including developing and implementing IEPs and 504 plans.</p> <p>Universal Design for Learning (UDL): Training on UDL principles to create flexible learning environments that accommodate diverse learners.</p> <p>Cultural Competency and Equity:</p> <p>Cultural Awareness: Building cultural competency to better understand and support the diverse student population.</p> <p>Equity in Education: Strategies for promoting equity and addressing disparities in educational outcomes.</p> <p>Professional Learning Communities (PLCs):</p> <p>Collaboration and Team Building: Facilitating effective collaboration among teachers through PLCs.</p> <p>Continuous Improvement: Using PLCs to focus on continuous improvement and shared accountability for student success.</p> <p>Leadership and Administration:</p> <p>Instructional Leadership: Training for administrators on instructional leadership and supporting teachers in their professional growth.</p> <p>School Climate and Culture: Developing strategies to foster a positive school climate and culture.</p>	<p>and classroom grades in subjects related to the PD focus areas (e.g., math, reading, technology).</p> <p>Behavioral Indicators: Monitor changes in student attendance, behavior incidents, and engagement in classrooms where teachers have participated in PD.</p> <p>Social-Emotional Learning (SEL): Measure improvements in SEL competencies through surveys and behavior checklists.</p> <p>5. Teacher and Staff Retention</p> <p>Retention Rates: Monitor the retention rates of teachers and staff who participate in PD compared to those who do not.</p> <p>Promotion Rates: Track the number of teachers and staff who advance to leadership roles or receive promotions after engaging in PD programs.</p> <p>6. Collaboration and Professional Growth</p> <p>PLC Participation: Measure the frequency</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>and quality of teacher participation in Professional Learning Communities (PLCs). Collaboration Indicators: Use surveys and interviews to assess the level of collaboration and shared practices among teachers following PD.</p> <p>7. Feedback and Satisfaction PD Feedback Forms: Collect feedback from participants after each PD session to gauge their satisfaction and gather suggestions for improvement. 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.</p> <p>8. Resource Utilization Utilization Rates: Track the usage rates of new tools, resources, or technologies introduced during PD sessions. Support Requests: Monitor the number of requests for additional support or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>coaching related to PD topics.</p> <p>Implementation and Monitoring Plan</p> <p>Establish Baselines:</p> <p>Before implementing new PD initiatives, establish baseline data for all metrics to compare against future results.</p> <p>Data Collection Tools:</p> <p>Develop or adopt tools such as surveys, assessment instruments, observation checklists, and data tracking systems to collect relevant data.</p> <p>Regular Monitoring:</p> <p>Conduct regular check-ins and data reviews (e.g., quarterly) to monitor progress and make adjustments to PD programs as needed.</p> <p>Reporting:</p> <p>Create regular reports to share with stakeholders, including school board members, administrators, teachers, and the community, highlighting</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>the impact and effectiveness of PD initiatives.</p> <p>Continuous Improvement:</p> <p>Use the data collected to inform continuous improvement cycles, refining and enhancing PD programs based on feedback and outcomes. 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 practices and student outcomes.</p>
2.4	<p>Action: Prioritizing language acquisition, mathematical literacy, and technological literacy.</p> <p>Need:</p>	<p>Target Groups: English Learners (EL), Unduplicated Students, Foster Children, and Homeless Students</p> <p>1. Language Acquisition</p>	<p>Implementation and Monitoring Plan</p> <p>1. Establish Baselines:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>Goals:</p> <p>Improve English proficiency for EL students. Enhance overall literacy skills for unduplicated, foster, and homeless students.</p> <p>Actions:</p> <p>Specialized Instruction: Implement targeted language development programs, including ESL (English as a Second Language) and bilingual education.</p> <p>Professional Development: Provide regular training for teachers on effective strategies for language acquisition and literacy instruction.</p> <p>Supplemental Programs: Offer after-school tutoring and summer programs focused on language skills.</p> <p>Parental Involvement: Engage parents through workshops and resources to support language development at home.</p> <p>Metrics:</p> <p>ELPAC Scores: Track progress in English Language Proficiency Assessments for California (ELPAC).</p> <p>Reading Levels: Use standardized reading assessments to monitor improvements in literacy.</p> <p>Participation Rates: Measure participation in supplemental language programs and workshops.</p> <p>Teacher Training Attendance: Record attendance and feedback from PD sessions on language acquisition.</p> <p>2. Mathematical Literacy</p> <p>Goals:</p>	<p>Collect initial data on current student performance and resource availability.</p> <p>2. Data Collection Tools:</p> <p>Develop tools such as surveys, assessment instruments, and data tracking systems to gather relevant data.</p> <p>3. Regular Monitoring:</p> <p>Conduct quarterly reviews to monitor progress and make necessary adjustments.</p> <p>4. Stakeholder Reporting:</p> <p>Create reports to share progress with stakeholders, including school board members, administrators, teachers, and parents.</p> <p>5. Continuous Improvement:</p> <p>Use data to refine and enhance instructional strategies, PD programs, and resource allocation.</p> <p>By prioritizing language acquisition, mathematical literacy, and technological</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Increase proficiency in mathematics for all targeted groups. Provide additional support for students struggling with math concepts. Actions:</p> <p>Innovative Teaching Methods: Integrate technology and hands-on learning to make math more engaging. Intervention Programs: Offer RTI (Response to Intervention) and tutoring services for students needing extra help. Enrichment Opportunities: Provide advanced math programs for students who excel. Professional Development: Train teachers on effective math instruction techniques. Metrics:</p> <p>Math Assessment Scores: Monitor performance on state and district math assessments. Benchmark Testing: Use interim tests to track progress and adjust instruction as needed. RTI Participation and Outcomes: Measure the number of students participating in intervention programs and their progress. Teacher Training Attendance: Track participation in PD sessions focused on math instruction.</p> <p>3. Technological Literacy Goals:</p> <p>Ensure students are proficient in essential digital skills. Integrate technology seamlessly into the curriculum. Actions:</p>	<p>literacy for EL, unduplicated, foster, and homeless students, WUSD can ensure these students receive the targeted support they need to succeed academically and beyond.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Access to Devices: Maintain a 1:1 computer ratio, ensuring all students have access to personal computing devices.</p> <p>Digital Skills Curriculum: Implement a curriculum that teaches essential digital skills and safe technology use.</p> <p>Professional Development: Provide training for teachers on integrating technology into their instruction.</p> <p>Tech Support: Offer technical support to ensure all students can effectively use their devices and digital tools.</p> <p>Metrics:</p> <p>Technology Usage Logs: Monitor the use of technology in classrooms.</p> <p>Digital Literacy Assessments: Measure students' proficiency in digital skills.</p> <p>Student Projects: Evaluate student projects that incorporate technology to assess practical application skills.</p> <p>Teacher Training Attendance: Track participation in tech integration training sessions.</p> <p>Additional Support for Targeted Groups</p> <p>For Foster and Homeless Students:</p> <p>Stability and Support:</p> <p>Consistent Caregivers: Ensure stable placements with caregivers who prioritize education.</p> <p>Mentorship Programs: Pair students with supportive adults for guidance and academic support.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Access to Resources: Provide essential resources such as school supplies, textbooks, and tutoring services.</p> <p>Trauma-Informed Care: Implement practices to create a supportive learning environment.</p> <p>Metrics:</p> <p>Resource Access Tracking: Monitor the distribution and use of educational resources.</p> <p>Mentorship Participation: Track the number of students involved in mentorship programs.</p> <p>School Stability: Measure the number of school changes and their impact on academic performance.</p>	
2.6	<p>Action: Continue implementation of TK transition to Kinder.</p> <p>Need: Use of ELOP monies and adhering to state adopted protocols and procedures is mandatory and beneficial to the Willits Community</p> <p>Scope: Schoolwide</p>	<p>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:</p> <p>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.</p> <p>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.</p> <p>Social-Emotional Support: Offer social-emotional support and guidance to students during the</p>	<p>Establish Clear Goals and Objectives: Define specific goals and objectives for the TK to Kindergarten transition program, outlining what you aim to achieve in terms of student readiness, parent engagement, teacher support, and program effectiveness.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>transition process, helping them develop the skills needed to succeed in a classroom setting.</p> <p>Parent Engagement: Engage parents and caregivers in the transition process, providing them with resources and information to support their child's transition to Kindergarten.</p> <p>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.</p> <p>Assessment and Monitoring: Implement ongoing assessment and monitoring of student progress during the transition period, identifying areas of strength and areas needing additional support.</p> <p>Collaboration with Community Partners: Collaborate with community partners, such as preschools, childcare centers, and other early childhood education providers, to ensure a coordinated approach to the transition process.</p> <p>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.</p> <p>Communication: Maintain open communication channels between TK and Kindergarten teachers, administrators, and families to share information</p>	<p>program fidelity. These tools may include surveys, observation checklists, assessment data, and documentation of program activities.</p> <p>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.</p> <p>Regular Data Collection: Implement a schedule for 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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and address any concerns or questions that may arise.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>refining program goals and objectives.</p> <p>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.</p> <p>Continuous Improvement: Use the monitoring process as an opportunity for continuous improvement. Regularly revisit program goals and objectives, solicit feedback from stakeholders, and make adjustments based on data-driven decision-making to ensure the transition program is meeting the needs of students, families, and educators.</p> <p>By implementing a systematic approach to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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	<p>Action: Maintain aides as appropriate levels at elementary and Special Education in WUSD.</p> <p>Need: WUSD can ensure that aides are effectively utilized and allocated to meet the diverse needs of students in elementary and special education settings</p> <p>Scope: LEA-wide Schoolwide</p>	<p>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 steps to ensure that aides are effectively utilized and allocated:</p> <p>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.</p>	<p>Student-to-Aide Ratio: Calculate the average ratio of students to aides in elementary and special education classrooms. This can help determine if there are enough aides to provide sufficient support to students with diverse needs.</p> <p>Caseload Distribution: Evaluate the distribution of aides across different grade levels, classrooms,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Student Progress and Achievement: Track the academic and functional progress of students who receive support from aides. Assess whether students are making appropriate gains and achieving their individualized goals with the assistance of aides.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Parent and Guardian Feedback: Solicit feedback from parents and guardians of students who receive support from aides. Gather input on the perceived impact of aide assistance on their child's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>education and overall experience in school.</p> <p>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.</p>
2.11	<p>Action: All students will continue to have access to California State Standards aligned instructional materials.</p> <p>Need: 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.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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 formats such as large print, braille, or digital formats compatible with assistive technologies.</p>	<p>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.</p> <p>Alignment Analysis: Reviewing the identified instructional materials to determine their alignment with the California State Standards. This analysis could be conducted by curriculum specialists,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>instructional coaches, or subject matter experts.</p> <p>Student, Staff, and Parent feedback.</p> <p>Regular Monitoring: Continuously monitor the availability over time to track changes in the alignment of instructional materials and identify areas for improvement.</p>
2.14	Action: Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs	Program Leadership: An Executive Director can provide strategic leadership and direction for EL programs, ensuring alignment with district goals,	EL Student Progress: Monitor the academic progress of EL students across the district,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 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.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>state standards, and best practices in language acquisition and bilingual education.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>including proficiency levels in English language acquisition, standardized test scores, and graduation rates.</p> <p>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.</p> <p>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.</p> <p>Resource Allocation: Assess the allocation of resources for EL programs, including funding, staffing, instructional materials, and professional development, to ensure equitable access</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>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.</p>	<p>and support for EL students district-wide.</p> <p>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.</p> <p>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.</p> <p>Program Evaluation: Conduct regular</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>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.</p> <p>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.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>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.</p>
2.15	<p>Action: Special Education Program Specialist</p> <p>Need: Special Education Program Specialist on the provision of services and supports for students with disabilities, ultimately ensuring that they receive the education and resources they need to succeed.</p> <p>Scope:</p>	<p>Ensuring Compliance: A Program Specialist ensures that the district complies with state and federal regulations regarding special education services. They stay up-to-date with changing laws and regulations and ensure that all Individualized Education Programs (IEPs) are developed and implemented in accordance with legal requirements.</p> <p>Quality of Services: They oversee the quality of special education services provided to students. This includes ensuring that appropriate accommodations and modifications are made, that</p>	<p>Compliance with Regulations: Measure the extent to which the district remains compliant with state and federal special education regulations under the oversight of the Program Specialist. This can include the accuracy and timeliness of IEP development, adherence to procedural safeguards,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	<p>students are placed in the least restrictive environment possible, and that services are tailored to meet individual student needs.</p> <p>Staff Training and Support: A Program Specialist provides training and support to special education teachers and staff. They may conduct workshops, provide resources, and offer guidance on best practices for teaching students with diverse learning needs.</p> <p>Collaboration: They facilitate collaboration between general education and special education staff to ensure that all students have access to a high-quality education. This may involve co-teaching models, collaboration on curriculum development, and joint problem-solving for students who require additional support.</p> <p>Parent and Community Engagement: They serve as a liaison between the district, parents, and the community regarding special education services. This includes providing information to parents about their rights and options, addressing concerns or questions, and fostering partnerships with community organizations that support individuals with disabilities.</p> <p>Data Analysis and Monitoring: A Program Specialist collects and analyzes data related to special education services, including student outcomes, service delivery models, and resource allocation. They use this data to monitor the effectiveness of programs and interventions and make data-driven decisions to improve services.</p>	<p>and compliance with legal requirements.</p> <p>Quality of IEPs: Assess the quality and appropriateness of Individualized Education Programs (IEPs) developed for students with disabilities. This could involve reviewing the alignment of IEP goals with student needs, the provision of necessary accommodations and modifications, and the implementation of evidence-based practices.</p> <p>Staff Training and Support: Evaluate the effectiveness of the Program Specialist in providing training and support to special education staff. This can include feedback from staff members on the usefulness of training sessions, their perceived confidence in implementing IEPs, and their ability to effectively support students with diverse needs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>IEP Development and Review: They play a key role in the development and review of Individualized Education Programs (IEPs) for students with disabilities. This involves collaborating with parents, teachers, and other stakeholders to develop appropriate goals, services, and supports for each student.</p> <p>Overall, a Special Education Program Specialist is essential for ensuring that students with disabilities receive the support and services they need to succeed academically, socially, and emotionally within the school district.</p>	<p>Parent and Community Engagement: Measure the level of parent and community engagement facilitated by the Program Specialist. This can include tracking participation in informational sessions, surveys of parent satisfaction with communication and support services, and feedback from community partners on collaboration efforts.</p> <p>Student Outcomes: Assess the impact of the Program Specialist on student outcomes, including academic achievement, social-emotional development, and post-school outcomes. This could involve analyzing data on student progress, graduation rates, post-secondary enrollment, and employment outcomes for students with disabilities.</p> <p>Data Analysis and Monitoring: Evaluate the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Program Specialist's ability to collect and analyze data related to special education services. This can include monitoring trends in student performance, identifying areas for improvement, and using data to inform decision-making and resource allocation.</p> <p>IEP Development and Review: Monitor the effectiveness of the Program Specialist in facilitating the development and review of IEPs. This could involve tracking the timeliness of IEP meetings, the quality of IEP documentation, and the extent to which student needs are addressed in the IEP process.</p>
3.1	<p>Action: Maintain Campus Security at the high school and middle school campuses.</p> <p>Need: Campus security is essential for maintaining a safe and secure learning environment that fosters academic success and personal growth for students in WUSD.</p>	<p>Student Safety: Ensuring the safety and well-being of students is paramount. Campus security personnel help maintain a secure environment where students can learn and thrive without fear of violence, bullying, or other safety concerns.</p> <p>Prevention of Incidents: Campus security plays a proactive role in preventing and deterring security threats, including unauthorized individuals on</p>	<p>Incident Reports: Track the number and nature of security-related incidents reported on each campus, including but not limited to fights, vandalism, theft, bullying, and drug-related incidents. Analyze trends over time to identify areas</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>campus, vandalism, theft, and other criminal activities. Their presence can act as a deterrent and help maintain order.</p> <p>Emergency Response: In the event of emergencies such as fights, medical emergencies, or natural disasters, campus security personnel are trained to respond quickly and effectively to ensure the safety of students, staff, and visitors.</p> <p>Conflict Resolution: Security personnel are often trained in conflict resolution techniques and de-escalation strategies. They can intervene in disputes or conflicts among students or between students and staff to prevent situations from escalating into violence.</p> <p>Access Control: Monitoring access to school premises helps prevent unauthorized individuals from entering the campus and ensures that only students, staff, and authorized visitors are allowed on school grounds.</p> <p>Collaboration with Law Enforcement: Campus security personnel often work closely with local law enforcement agencies to address security concerns, conduct joint training exercises, and coordinate responses to security incidents that require police intervention.</p> <p>Parent and Community Reassurance: The presence of campus security provides reassurance to parents, guardians, and the community that the school takes safety seriously</p>	<p>of concern and areas of improvement.</p> <p>Response Time: Measure the average response time of security personnel to reported incidents. This metric helps assess the efficiency and effectiveness of security staff in addressing security concerns promptly.</p> <p>Safety Drills Compliance: Monitor the completion and effectiveness of safety drills, including fire drills, lockdown drills, and evacuation drills. Ensure that drills are conducted regularly and that students and staff know how to respond appropriately in emergency situations.</p> <p>Security Equipment Maintenance: Ensure that security equipment such as surveillance cameras, access control systems, and alarm systems are properly maintained and functional. Monitor the frequency of maintenance checks and repairs to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and is proactive in ensuring a secure learning environment for students.</p> <p>Emergency Preparedness: Security personnel are often involved in developing and implementing emergency preparedness plans, conducting safety drills, and training staff and students on emergency procedures to ensure a coordinated response in crisis situations.</p>	<p>address any issues promptly.</p> <p>Training and Professional Development: Track the participation of security personnel in training sessions and professional development opportunities related to campus security and emergency preparedness. Ensure that security staff are adequately trained to respond to various security threats and emergencies.</p> <p>Collaboration with Law Enforcement: Assess the level of collaboration and coordination between campus security personnel and local law enforcement agencies. Monitor joint training exercises, communication protocols, and response procedures for security incidents that require law enforcement intervention.</p> <p>Student and Staff Feedback: Solicit feedback from students and staff regarding their perceptions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>of campus security and safety. Conduct surveys or focus groups to gather input on security measures, areas of concern, and suggestions for improvement.</p> <p>Parent and Community Engagement: Engage parents and community members in discussions about campus security through forums, meetings, or advisory committees. Seek input on security policies, procedures, and initiatives to address community concerns and enhance safety.</p> <p>Incident Resolution: Monitor the resolution of reported security incidents, including the outcomes of investigations, disciplinary actions taken, and any follow-up measures implemented to prevent future incidents. Ensure that incidents are addressed promptly and effectively to maintain a safe campus environment.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	<p>Action: Maintain administrative support across all sites in WUSD</p> <p>Need: 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.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>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 allows teachers and school leaders to focus more on educational priorities.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Response Time: Measure the average response time for administrative inquiries and requests from staff, students, and parents. A shorter response time indicates efficient administrative support.</p> <p>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.</p> <p>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.</p> <p>Accuracy of Records: Monitor the accuracy and completeness of student records, attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Parent and Community Engagement: Administrative support staff often facilitate communication between the school, parents, and 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.</p> <p>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.</p> <p>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.</p> <p>In summary, maintaining administrative support across all sites in W</p>	<p>reports, and other administrative documents. High accuracy rates indicate effective administrative support in maintaining accurate records.</p> <p>Attendance and Punctuality: Monitor the attendance and punctuality of administrative staff members. Consistent attendance and punctuality demonstrate reliability and commitment to providing support.</p> <p>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.</p> <p>Workload Distribution: Assess the workload distribution among administrative staff members to ensure</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>equitable distribution of tasks and responsibilities. Balanced workload distribution promotes efficiency and prevents burnout.</p> <p>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.</p> <p>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.</p> <p>Emergency Response Preparedness: Evaluate the effectiveness of administrative support staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			in handling emergency situations, such as implementing emergency protocols and communicating with stakeholders during crises.
3.4	<p>Action: 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.</p> <p>Need: 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.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>Needs Assessment: Conduct a comprehensive needs assessment to identify the specific social 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.</p> <p>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.</p> <p>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</p>	<p>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 intervention programs on student engagement.</p> <p>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.</p> <p>Academic Progress: Assess the academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>awareness, relationship skills, and responsible decision-making.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Continuous Professional Development: Provide ongoing professional development opportunities for counselors, teachers, and staff to enhance their</p>	<p>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.</p> <p>SEL Skill Development: Use pre- and post-assessments to measure the development of social and emotional skills among unduplicated students participating in counseling services. Assessments can focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>skills in supporting SEL and Restorative Practices. Encourage collaboration and sharing of best practices among educators.</p> <p>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.</p>	<p>Surveys or interviews can provide valuable insights into the effectiveness of SEL interventions.</p> <p>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 perceived value in the programs.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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	<p>Action: WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices.</p> <p>Need: Creating a supportive environment that encourages and equips students and families to make safe and healthy lifestyle choices is crucial for WUSD students and their families.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Health Education Curriculum: Implement a comprehensive health education curriculum that covers topics such as nutrition, physical activity, mental health, substance abuse prevention, sexual health, and healthy relationships. Ensure that the curriculum is age-appropriate and culturally relevant to meet the needs of diverse student populations.</p> <p>Promotion of Physical Activity: Encourage regular physical activity among students by providing opportunities for structured exercise, sports programs, intramural activities, and recess. Promote active transportation options such as walking or biking to school. Collaborate with community partners to offer recreational programs and fitness initiatives.</p> <p>Nutrition and Healthy Eating Initiatives: Offer nutritious meals and snacks in school cafeterias that meet or exceed federal nutrition guidelines. Provide nutrition education and cooking classes to teach students about the importance of healthy</p>	<p>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 affecting students and families.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>eating habits, portion control, and meal planning. Create school gardens to engage students in growing and harvesting fresh produce.</p> <p>Mental Health Support Services: Provide access to mental health support services such as counseling, therapy, and crisis intervention for students who may be experiencing stress, anxiety, depression, or other mental health challenges. Train staff members to recognize signs of mental health issues and connect students with appropriate resources.</p> <p>Substance Abuse Prevention: Implement substance abuse prevention programs and initiatives to educate students about the risks associated with drug and alcohol use. Offer workshops, guest speakers, and peer-led prevention activities to raise awareness and promote healthy decision-making.</p> <p>Family Engagement: Engage families in health promotion efforts by offering workshops, seminars, and events focused on topics such as nutrition, parenting skills, stress management, and family communication. Provide resources and information to help parents support their children's physical and mental well-being at home.</p> <p>School Wellness Policies: Develop and implement school wellness policies that prioritize the health and well-being of students, staff, and families. Establish guidelines for food and beverage options, physical activity opportunities, health</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>education requirements, and mental health support services.</p> <p>Partnerships with Community Organizations: Collaborate with local health departments, nonprofit organizations, healthcare providers, and community groups to enhance health promotion efforts both in and out of school. Leverage community resources and expertise to expand access to healthcare services, preventive screenings, and wellness programs.</p> <p>Data Monitoring and Evaluation: Monitor key health indicators such as student attendance, physical fitness levels, nutrition habits, mental health referrals, and substance abuse incidents to assess the effectiveness of health promotion initiatives. Use data to identify areas for improvement and guide decision-making.</p> <p>Professional Development: Provide professional development opportunities for staff members to enhance their knowledge and skills in promoting student health and wellness. Offer training on topics such as trauma-informed care, suicide prevention, conflict resolution, and inclusive practices for students with diverse health needs.</p>	<p>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.</p> <p>Implementation of School Wellness Policies: Evaluate the implementation of school wellness policies by assessing adherence to guidelines for nutrition standards, physical activity opportunities, health education requirements, and mental health support services.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>community-based health promotion initiatives.</p> <p>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.</p> <p>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 lifestyle choices. Use qualitative and quantitative data to identify areas of strength and areas for improvement.</p>
3.6	<p>Action: Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.</p> <p>Need:</p>	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:	Student Participation: Monitor student enrollment in art and music classes at the middle school. Track the number of students participating in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>WUSD can provide students with the resources and support they need to thrive creatively and academically.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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 perspectives, fostering cultural awareness and sensitivity.</p> <p>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.</p> <p>Academic Achievement: Research has shown that involvement in arts education positively correlates with academic achievement. Students who</p>	<p>extracurricular music programs such as band, choir, and orchestra at BGMS and WHS.</p> <p>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.</p> <p>Student Engagement: Assess student engagement levels in art and music classes through teacher observations, student feedback, and participation in class activities. Monitor indicators such as student attendance, participation in performances or exhibitions, and completion of assignments.</p> <p>Quality of Instruction: Conduct regular</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>participate in art and music classes often demonstrate higher levels of engagement, motivation, and academic success across other subjects.</p> <p>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.</p> <p>To ensure the effectiveness of these initiatives, it's important to establish clear metrics for success, such as:</p> <ul style="list-style-type: none"> Student enrollment and participation rates in art and music classes Student performance and achievement in artistic and musical endeavors Availability and condition of musical instruments and art supplies Feedback from students, parents, and teachers on the impact of art and music programs Integration of art and music into the broader curriculum and school culture 	<p>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.</p> <p>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 instruments both in and out of the classroom.</p> <p>Student Achievement: Assess student learning and achievement in art and music through performance assessments, projects, and evaluations. Monitor</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student progress over time and identify areas where additional support or enrichment may be needed.</p> <p>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.</p> <p>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 equipment. Track expenditures related to instrument purchases, repairs, and maintenance.</p>
3.7	Action: Continue to provide multiple CTE offerings at WHS and begin to implement at middle school	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.	Curriculum Development: Develop a comprehensive CTE curriculum that aligns with industry standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: WUSD can better prepare students for success in college, career, and life, while also meeting the needs of the local community and workforce.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>and addresses local workforce needs. Consider offering a diverse range of pathways, including fields such as healthcare, information technology, manufacturing, agriculture, and hospitality.</p> <p>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.</p> <p>Qualified Instructors: Hire qualified instructors with expertise in their respective fields to teach CTE courses. Provide professional development opportunities to ensure instructors stay current with industry trends and best practices.</p> <p>Middle School Integration: Determine how CTE offerings can be</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>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.</p> <p>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.</p> <p>Community Partnerships: Forge partnerships with local businesses, industry associations, and post-secondary institutions to enhance CTE programs. Collaborate on internship programs, guest speakers, job shadowing opportunities, and mentorship initiatives to provide real-world experiences for students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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.
3.9	<p>Action: WUSD will continue to prioritize providing students with comprehensive support and opportunities to thrive academically, socially, and beyond</p> <p>Need: WUSD should ensure that students receive the comprehensive support and opportunities they need to thrive academically, socially, and beyond.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Academic Support Services: Offer academic support services such as tutoring, after-school programs, and enrichment activities to help students excel in their studies. Implement Response to Intervention (RTI) programs to address learning gaps and provide targeted interventions.</p> <p>Social-Emotional Learning (SEL) Programs: Develop and implement SEL programs to support students' social and emotional well-being. Provide counseling services, peer support groups, and SEL curriculum to help students develop self-awareness, social skills, and resilience.</p> <p>College and Career Readiness: Equip students with the skills and resources needed to pursue higher education and career pathways. Offer college and career counseling, job readiness training, internships, and mentorship programs to help students explore their interests and goals.</p>	<p>Data Collection: Gather data on various aspects of student well-being and academic performance, including attendance rates, academic achievement, disciplinary incidents, participation in extracurricular activities, and access to support services.</p> <p>Surveys and Feedback: Conduct surveys and collect feedback from students, parents, teachers, and staff to assess their perceptions of the support and opportunities available. Use this feedback to identify areas of strength</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Community Partnerships: Collaborate with community organizations, businesses, and nonprofits to expand opportunities for students. Partner with local agencies to provide mental health services, family support programs, and extracurricular activities that enrich students' lives outside of the classroom.</p> <p>Equity and Inclusion: Ensure that all students have equitable access to resources and opportunities, regardless of their background or circumstances. Address disparities in achievement and support underserved populations such as English Language Learners, students with disabilities, and those experiencing homelessness or foster care.</p> <p>Parent and Family Engagement: Engage parents and families as partners in their children's education. Offer parent workshops, family events, and communication channels to involve parents in decision-making and support their involvement in their child's learning journey.</p> <p>Professional Development: Invest in professional development for educators and staff to enhance their skills in supporting student success. Provide training on culturally responsive teaching, trauma-informed practices, and inclusive classroom strategies.</p> <p>Data-Informed Decision Making: Use data to monitor student progress, identify areas for improvement, and make informed decisions about resource allocation and programmatic changes. Implement data systems to track student</p>	<p>and areas needing improvement.</p> <p>Regular Assessments: Administer regular assessments to measure students' academic progress and social-emotional development. Use assessment data to identify students who may need additional support or interventions.</p> <p>Review of Programs and Services: Regularly review the effectiveness of existing programs and services aimed at supporting students academically, socially, and emotionally. Evaluate whether these programs are meeting the needs of students and making a positive impact.</p> <p>Attendance and Participation: Monitor student attendance and participation in various school activities, such as clubs, sports, and extracurricular programs. Low attendance or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		outcomes and measure the effectiveness of support initiatives.	<p>participation rates may indicate a lack of engagement or support.</p> <p>Individual Student Support Plans: Develop individualized support plans for students who require additional assistance or intervention. Monitor the implementation of these plans and track students' progress towards their goals.</p> <p>Collaboration with Stakeholders: Work closely with parents, community organizations, and other stakeholders to assess the effectiveness of support services and identify areas for improvement. Foster open communication and collaboration to address the needs of students comprehensively.</p> <p>Data Analysis and Reporting: Analyze data collected from various sources to identify trends, patterns, and areas of</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>concern. Use this data to inform decision-making and develop strategies for improving support and opportunities for students.</p> <p>By implementing these monitoring strategies, WUSD can ensure that students receive the comprehensive support and opportunities they need to thrive academically, socially, and beyond. Regular monitoring allows for ongoing assessment and adjustment to better meet the diverse needs of students.</p>
3.10	<p>Action: Vertical Articulation of Essential Standards and Staff while potentially utilizing the Site based decision-making model</p> <p>Need:</p>	Establish Site Leadership Teams: Each school site can form a leadership team comprised of administrators, teachers, staff, parents, and community members. These teams collaborate to set goals, develop action plans, and make	Data Analysis: Continuously collect and analyze student data, including academic performance, assessment results, graduation rates,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>WUSD can identify areas of strength and areas for improvement, leading to continuous enhancement of instructional practices and student outcomes.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>decisions regarding curriculum, instruction, and support services.</p> <p>Data Analysis and Goal Setting: Site leadership teams analyze student data, including assessment results and performance indicators, to identify areas of strength and areas needing improvement. Based on this analysis, they set specific goals for student achievement and growth aligned with district-wide standards.</p> <p>Curriculum Alignment: Utilizing the site-based decision-making model, school sites collaborate to align curriculum vertically across grade levels within the school. This ensures consistency and coherence in instruction and allows for the seamless progression of learning for students as they move from one grade level to the next.</p> <p>Professional Development: Site leadership teams identify professional development needs based on the goals and priorities established at the school level. They organize and facilitate professional learning opportunities tailored to the specific needs of teachers and staff to support effective instruction and student learning.</p> <p>Resource Allocation: Within the site-based decision-making model, school sites have the autonomy to allocate resources, including staffing, materials, and technology, to best meet the needs of their students. This may involve prioritizing resources for programs and initiatives that support vertical articulation of essential standards.</p>	<p>and other relevant indicators. Compare data across grade levels within schools and across schools to identify trends and patterns related to vertical articulation.</p> <p>Curriculum Alignment: Review curriculum documents, instructional materials, and assessments to ensure alignment with district standards and learning progressions. Evaluate the coherence and consistency of instruction across grade levels within schools and across schools.</p> <p>Observations and Walkthroughs: Conduct regular classroom observations and walkthroughs to assess the implementation of vertically aligned instructional practices. Look for evidence of consistent use of essential standards, instructional strategies, and assessment practices.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Parent and Community Engagement: School sites actively engage parents and community members in the decision-making process through regular communication, feedback mechanisms, and opportunities for involvement. This ensures that the perspectives and input of stakeholders are considered in decision-making related to vertical articulation.</p> <p>Ongoing Monitoring and Evaluation: Site leadership teams continuously monitor progress toward goals, assess the effectiveness of strategies and interventions, and adjust plans as needed based on data and feedback. This cyclical process of reflection and improvement supports ongoing vertical articulation efforts.</p>	<p>Professional Learning Communities (PLCs): Facilitate PLC meetings where teachers can collaborate, share best practices, and reflect on their vertical alignment efforts. Monitor the topics discussed, the quality of collaboration, and the impact on instructional practice and student learning.</p> <p>Feedback Mechanisms: Solicit feedback from teachers, administrators, parents, and students regarding the effectiveness of vertical articulation efforts. Use surveys, focus groups, and other feedback mechanisms to gather insights on strengths, challenges, and areas for improvement.</p> <p>Student Progress and Outcomes: Track student progress and outcomes over time, including academic growth, mastery of essential standards, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>social-emotional development. Monitor indicators of student success and well-being to assess the impact of vertical articulation on overall student outcomes.</p> <p>Resource Allocation: Evaluate the allocation of resources, including staffing, materials, and professional development, to support vertical articulation. Ensure that resources are effectively utilized to meet the needs of students and support the implementation of aligned instructional practices.</p> <p>Continuous Improvement: Use data and feedback to inform ongoing adjustments and improvements to the vertical articulation process. Engage stakeholders in reflective discussions about what is working well and what can be enhanced to further support student learning and achievement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			By systematically monitoring the effectiveness of vertical articulation of essential standards and staff within the site-based decision-making model, WUSD can identify areas of strength and areas for improvement, leading to continuous enhancement of instructional practices and student outcomes.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Continued implementation of EL services and instructional language for second language students.</p> <p>Need: 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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Curriculum Alignment: Review curriculum materials and instructional resources to ensure they are aligned with the needs of second language</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Parent and Family Engagement: Engage parents and families of EL students in their child's 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Technology Integration: Integrate technology tools and resources to support language learning and communication skills. Utilize educational software,</p>	<p>students and support language acquisition. Monitor the use of culturally responsive materials and instructional strategies that promote language development.</p> <p>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.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p data-bbox="928 240 1591 345">multimedia resources, language learning apps, and online platforms to provide interactive and engaging language instruction.</p> <p data-bbox="928 386 1612 638">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.</p> <p data-bbox="928 678 1644 857">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.</p>	<p data-bbox="1663 272 2043 784">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.</p> <p data-bbox="1663 824 2043 1409">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.</p> <p data-bbox="1663 1450 2032 1515">Student Feedback: Solicit feedback from second</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>language students about their experiences with EL 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.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Message ChatGPT</p> <p>ChatGPT can make mistakes. Check</p>
2.7	<p>Action: Provide professional development activities for staff supporting English Learners</p> <p>Need: WUSD can enhance the capacity of staff to effectively support English Learners and promote their academic success and language proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Attendance and Participation: Track the attendance and participation of staff in professional development sessions focused on supporting ELs. Keep records of staff members who attend workshops, training sessions, conferences, webinars, or other professional development opportunities related to English language acquisition and instruction.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>resources, online language programs, and digital literacy tools.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>covered, the clarity of the presentation, and the applicability of the strategies discussed.</p> <p>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 measure growth and identify areas of improvement.</p> <p>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,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>environment. Provide strategies for addressing trauma-related needs and promoting social-emotional well-being.</p> <p>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.</p>	<p>and other key indicators of effective EL instruction.</p> <p>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.</p> <p>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.</p> <p>Student Outcomes: Monitor student outcomes, such as English language</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>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.</p> <p>Collaborative Reflection: Facilitate collaborative reflection sessions or professional learning communities where educators can discuss their experiences, share insights, and troubleshoot challenges related to supporting ELs. Encourage peer-to-peer learning and collaboration to reinforce professional development goals.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			resources needed to effectively meet the diverse needs of EL students and promote their academic success.
2.9	<p>Action: Language Acquisition Support</p> <p>Need: 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).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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, sheltered instruction, or bilingual education programs.</p> <p>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.</p> <p>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</p>	<p>Assessment of Language Proficiency: Use standardized language proficiency assessments, such as the English 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.</p> <p>Academic Progress Monitoring: Monitor EL students' academic performance in core content areas (e.g.,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>make content accessible to students at various language levels.</p> <p>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.</p> <p>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.</p> <p>Family and Community Engagement: Engage families and communities in supporting language acquisition efforts. Provide resources, workshops, and outreach programs to help parents understand their role in supporting their child's language development and academic success.</p> <p>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.</p> <p>Technology Integration: Utilize technology tools and resources to support language acquisition, such as language learning apps, multimedia resources, and online language programs.</p>	<p>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.</p> <p>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 instruction, language-rich environments, and student engagement.</p> <p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Technology can provide additional opportunities for practice and reinforcement of language skills.</p> <p>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.</p>	<p>acquisition strategies, professional development needs, and areas for improvement.</p> <p>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.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>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.</p> <p>Alignment with Research-Based Practices: Regularly review research 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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$16293727	\$3,075,561	18.876%	0.000%	18.876%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,105,177.00	\$1,182,615.00	\$0.00	\$698,339.00	\$4,986,131.00	\$4,691,131.00	\$295,000.00

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
1	1.1	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth 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 Foster Youth Low Income	Yes	School wide	English Learners Foster Youth 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 Foster Youth Low Income	Yes	School wide	English Learners Foster Youth 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 Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth 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.	All	No			All Schools	2024-27	\$0.00	\$55,000.00		\$25,000.00		\$30,000.00	\$55,000.00	
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.	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
2	2.3	Continued Professional development directed by Executive Director, site leadership and SBDM trial model	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$215,056.00	\$0.00	\$215,056.00				\$215,056.00	
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	\$308,808.00	\$0.00	\$308,808.00				\$308,808.00	
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: Sherwood Sherwood K-5K-5	2024-27								
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	\$25,000.00	\$10,000.00			\$25,000.00	\$35,000.00	
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	\$967,615.00	\$0.00		\$967,615.00			\$967,615.00	

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	\$207,041.00	\$0.00				\$207,041.00	\$207,041.00	
2	2.10	Provide intervention curriculum	All	No			All Schools	2024-27	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00	
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	\$0.00				\$52,151.00	\$52,151.00	
2	2.12	Reading Instructional Coaching	All	No			Specific Schools: Brookside and Blosser Lane K-5	2024-2027								
2	2.13	Reading Specialists	All	No			Specific Schools: Brookside and Blosser Lane K-5									
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				\$215,534.00	\$215,534.00	
2	2.15	Special Education Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$44,136.00	\$0.00	\$44,136.00				\$44,136.00	
3	3.1	Maintain Campus Security at the high	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Willits	2024-27	\$112,352.97	\$0.00	\$112,352.97				\$112,352.97	

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
		school and middle school campuses.	Low Income			Low Income	HS, BGMS 6-12									
3	3.2	Maintain administrative support across all sites in WUSD	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: WHS, SHS, BGMS, SWE 6-12	2024-27	\$285,020.00	\$0.00	\$136,407.00			\$148,613.00	\$285,020.00	
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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$232,901.00	\$0.00	\$232,901.00				\$232,901.00	
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 Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools	2024-27	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
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 Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: BGMS 6-8	2024-27	\$105,998.00	\$10,000.00	\$115,998.00				\$115,998.00	
3	3.7	Continue to provide multiple CTE offerings at WHS and begin to implement at middle school	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.8						All Schools	2024-2027								
3	3.9	WUSD will continue to prioritize providing students with comprehensive support and opportunities to	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Brookside and Blosser	2024-2027								

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
		thrive academically, socially, and beyond					Lane									
3	3.10	Vertical Articulation of Essential Standards and Staff while potentially utilizing the Site based decision-making model	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Brookside, Blosser	2024-27	\$225,009.00	\$0.00	\$225,009.00				\$225,009.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$16293727	\$3,075,561	18.876%	0.000%	18.876%	\$3,105,177.00	0.000%	19.057 %	Total:	\$3,105,177.00
								LEA-wide Total:	\$2,226,762.00
								Limited Total:	\$20,000.00
								Schoolwide Total:	\$2,543,468.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willits High School 9-12	\$736,062.03	
1	1.2	Identify first time college bound students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BGMS 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 Foster Youth Low Income	All Schools	\$10,000.00	
1	1.4	Maintain number of elementary teachers to support class size reduction.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brookside and Blosser Grades TK-5	\$813,447.00	

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	2.2	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	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$75,000.00	
2	2.3	Continued Professional development directed by Executive Director, site leadership and SBDM trial model	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$215,056.00	
2	2.4	Prioritizing language acquisition, mathematical literacy, and technological literacy.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$308,808.00	
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 6-12	\$10,000.00	
2	2.6	Continue implementation of TK transition to Kinder.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherwood K-5		
2	2.7	Provide professional development activities for staff supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
2	2.8	Maintain aides as appropriate levels at elementary and Special Education in WUSD.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brookside K-2		
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		

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		
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		
2	2.15	Special Education Program Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$44,136.00	
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	\$112,352.97	
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	\$136,407.00	
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	\$232,901.00	
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	\$50,000.00	
3	3.6	Maintain an art and a music teacher at the middle school and provide for additional	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BGMS 6-8	\$115,998.00	

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 (%)
		musical instruments at BGMS & WHS.						
3	3.7	Continue to provide multiple CTE offerings at WHS and begin to implement at middle school	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.8					All Schools		
3	3.9	WUSD will continue to prioritize providing students with comprehensive support and opportunities to thrive academically, socially, and beyond	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brookside and Blosser Lane		
3	3.10	Vertical Articulation of Essential Standards and Staff while potentially utilizing the Site based decision-making model	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Brookside, Blosser	\$225,009.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,084,009.98	\$3,394,910.29

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	\$735,255.33	\$719,475.97
1	1.2	Identify first time college bound students	Yes	\$18,000.00	
1	1.3	Continue to offer enrichment opportunities for students through GATE, Academic Decathlon, and Odyssey of the Mind. WUSD has negotiated a \$500 per club stipend for teachers at all buildings.	Yes	\$17,504.00	\$4,976.55
1	1.4	Maintain number of elementary teachers to support class size reduction.	Yes	\$656,143.50	\$675,587.68
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	\$1,601.00	
2	2.1	I-Ready Math, Reading A-Z, IXL or any new or preexisting software to support academic growth.	No	\$25,000.00	
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.	Yes	\$60,000.00	\$76,123.98

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	2.3	Maintain library hours by keeping library staffing at its current level.	Yes	\$210,079.71	\$206,865.93
2	2.4	Maintain District-wide Director of Technology and staff in order to support the implementation of classroom technology.	Yes	\$298,420.24	\$296,987.40
2	2.5	New Comer's EL class	Yes	\$15,000.00	
2	2.6	Maintain Sherwood Elementary School expansion to grades from K-8	Yes	\$123,061.00	\$117,495.55
2	2.7	Provide professional development activities for staff supporting English Learners	Yes	\$25,000.00	\$7,842.20
2	2.8	Maintain aide time at elementary level.	Yes	\$4,947.00	
2	2.9	Language Acquisition Support	Yes	\$35,486.00	
2	2.10	Provide intervention curriculum	No	\$0.00	
2	2.11	Bilingual Instructional Aides	Yes	\$52,151.00	
2	2.12	Reading Instructional Coaching	No	\$185,130.00	
2	2.13	Reading Specialists	No	\$305,114.00	
2	2.14	Director for English Learners	Yes	\$161,200.00	\$105,284.10
2	2.15	Special Education Program Specialist	Yes	\$45,674.43	\$41,578.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Maintain Campus Security at the high school and middle school campuses.	Yes	\$81,269.81	\$136,000.99
3	3.2	Maintain administrative support at the secondary levels.	Yes	\$254,550.31	\$278,638.50
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	\$85.08
3	3.4	Continue to provide counseling services at the middle and elementary schools to support intervention programs including Restorative Practices with a focus on unduplicated students.	Yes	\$227,000.00	\$226,750.93
3	3.5	Eliminate admission fees for school sports and other activities, in order to encourage engagement with the school by students, families and community members.	Yes	\$50,000.00	\$49,940.74
3	3.6	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	Yes	\$190,036.00	\$193,440.49
3	3.7	Provide a quality website for information and a parental calling and warning system.	Yes	\$10,000.00	\$9,000.00
3	3.8	Employ a Student Resource Officer from Willits PD.	Yes	\$60,000.00	0.00
3	3.9	Yard Duty	Yes	\$52,276.65	\$54,686.26
3	3.10	Provide Physical Education Coordinators for BLES and BRKS.	Yes	\$174,110.00	\$194,149.26

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,075,561	\$3,411,527.98	\$3,394,825.21	\$16,702.77	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	\$735,255.33	719475.97		
1	1.2	Identify first time college bound students	Yes				
1	1.3	Continue to offer enrichment opportunities for students through GATE, Academic Decathlon, and Odyssey of the Mind. WUSD has negotiated a \$500 per club stipend for teachers at all buildings.	Yes	\$17,504.00	4976.55		
1	1.4	Maintain number of elementary teachers to support class size reduction.	Yes	\$656,143.50	675587.68		
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	\$60,000.00	76123.98		
2	2.3	Maintain library hours by keeping library staffing at its current level.	Yes	\$210,079.71	206865.93		

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	Maintain District-wide Director of Technology and staff in order to support the implementation of classroom technology.	Yes	\$298,420.24	296987.40		
2	2.5	New Comer's EL class	Yes				
2	2.6	Maintain Sherwood Elementary School expansion to grades from K-8	Yes	\$123,061.00	117495.55		
2	2.7	Provide professional development activities for staff supporting English Learners	Yes				
2	2.8	Maintain aide time at elementary level.	Yes	\$4,947.00	7842.20		
2	2.9	Language Acquisition Support	Yes				
2	2.11	Bilingual Instructional Aides	Yes				
2	2.14	Director for English Learners	Yes	\$161,200.00	105284.10		
2	2.15	Special Education Program Specialist	Yes	\$45,674.43	41578.68		
3	3.1	Maintain Campus Security at the high school and middle school campuses.	Yes	\$81,269.81	136000.99		
3	3.2	Maintain administrative support at the secondary levels.	Yes	\$254,550.31	278638.50		
3	3.4	Continue to provide counseling services at the middle and elementary schools to support intervention programs including Restorative Practices with a focus on unduplicated students.	Yes	\$227,000.00	226750.93		
3	3.5	Eliminate admission fees for school sports and other activities, in order to	Yes	\$50,000.00	49940.74		

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)
		encourage engagement with the school by students, families and community members.					
3	3.6	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	Yes	\$190,036.00	193440.49		
3	3.7	Provide a quality website for information and a parental calling and warning system.	Yes	\$10,000.00	9000.00		
3	3.8	Employ a Student Resource Officer from Willits PD.	Yes	\$60,000.00	0.00		
3	3.9	Yard Duty	Yes	\$52,276.65	54686.26		
3	3.10	Provide Physical Education Coordinators for BLES and BRKS.	Yes	\$174,110.00	194149.26		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
16083645	3,075,561	0.00	19.122%	\$3,394,825.21	0.000%	21.107%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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.

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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - 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.

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 of 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).

California Department of Education
November 2023

Willits High School Comprehensive Support Improvement (CSI) Plan

Part I: LEA Introduction

Willits Unified School District, located in Mendocino County, serves 1,511 students from grades TK-12 in Willits and its surrounding areas. Committed to maintaining small campus environments, the district includes four traditional schools: Brookside Elementary (TK-2), Blosser Lane Elementary (3-5), Baechtel Grove Middle School (6-8), and Willits High School (9-12). Additionally, the district features Sherwood Elementary (K-5) as a school of choice and Sanhedrin Alternative High School.

The student body is diverse, with 31.4% White, 34.7% Hispanic or Latino, 4.99% American Indian, 4.4% categorized as Other, and 24.2% either Unknown or Declined to State. Socioeconomic challenges are prevalent, with 70.4% of students classified as socioeconomically disadvantaged, 11.9% as English Learners, and 14.9% as students with disabilities. Willits, known as the "Gateway to the Redwoods," has transitioned from a history of logging and industrial metal works to a primarily agricultural economy, with major employers now including service industries like hospitals and schools.

The district's differentiated assistance plan seeks to engage WUSD staff, parents, and community partners collaboratively to support key focus areas. This initiative aims to enhance professional expertise, encourage local decision-making, foster systemic collaboration, and promote a culture of co-learning and reflective inquiry. Emphasizing candor, evidence-based practices, and a sense of urgency, the plan strives to improve student outcomes and drive sustainable change.

Part II: Identification of Strengths & Weaknesses

1. Dashboard Analysis

Strengths:

WUSD excels in promoting collaboration and inclusivity by engaging staff, students, parents, and other education partners through surveys, ensuring that decisions are well-informed and reflect diverse perspectives. The proactive identification of students needing intervention through reading specialists, general education interventions, and special education supports highlights a strategic approach to addressing learning challenges. The establishment of five major goals, addressing various aspects of education, demonstrates a comprehensive and strategic vision. These goals, which range from returning

to normalcy to ensuring a safe learning environment, underscore a commitment to meeting diverse educational needs. Additionally, the plan to utilize various funding sources, including federal and state funds, reflects financial prudence and a dedication to maximizing resources for student education. The emphasis on performance data, such as chronic absenteeism and graduation rates, highlights a commitment to data-driven decision-making for targeted and evidence-based interventions.

Weaknesses:

However, there are notable weaknesses that need attention. Chronic absenteeism, although reduced, remains higher than pre-pandemic levels, indicating an ongoing challenge that requires more targeted strategies. While learning loss is acknowledged, the passage lacks specific details on strategies to mitigate its impact, leaving a gap in addressing this significant issue. The absence of detailed implementation plans for the strategic goals outlined poses a weakness, as more clarity on action plans and timelines is necessary for the feasibility and effectiveness of these initiatives. Disparities among various student groups in performance data are recognized, but the passage does not provide specific strategies to address these disparities, limiting the effectiveness of interventions. Additionally, while partnerships with feeder schools and higher education institutions are mentioned, the passage lacks details on how these collaborations will benefit students, indicating room for improvement in external engagement strategies.

Willits High School Focus Areas for CSI

Student Group	State Priority ¹	State or Local Indicator
SWD and White	4- Student Achievement	ELA and Math performance
SWD and White	6- Conditions and Climate	Suspension rate

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

WHS	ELA	Math	Graduation Rate	Suspension TK-12
All	Composed of 79 students, which declined 3.3 points.	Composed of 80 students, which declined 9.4 points.	Composed of 90 students, which declined 2%.	Composed of 447 students, 12.8% were suspended at least one day and declined 4.1 points.
SpEd	Composed of 10 students, data not displayed for privacy.	Composed of 10 students, data not displayed for privacy.	Composed of 18 students, 83.3 graduated and declined 2%.	Composed of 447 students, 10.7% were suspended at least one day and declined 4.1 points.
White	Composed of 34 students, which declined 16.8 points.	Composed of 34 students, which declined 26.1 points.	Composed of 31 students, 83.9 graduated and declined 7.8%.	Composed of 447 students, 14.1% were suspended at least one day and declined .1 points.

2. Local Measures Analysis

WUSD will continue to monitor interim and summative assessment data to track student progress in meeting grade-level essential standards across the district. Additional professional development will be provided to teams that require extra support based on the analysis of this data.

The local measures analyzed by subgroups include:

- STAR Reading
- Math Diagnostic Testing Project (MDTP)
- Suspension Analysis Reports

Information related to each component was presented to the root cause analysis group, which comprised community members, agencies, teachers, parents, and administrators. Probing questions were developed for each sub-component, and the responses were documented and shared to ensure input from all team members. The facilitator used follow-up questions to encourage deeper exploration and identify the factors contributing to the observed results. At the end of each section, the team was asked to highlight any notable areas that emerged during the analysis.

3. System Analysis

Information for each component was presented to the root cause analysis group. Probing questions were formulated for each sub-component, and the responses were documented and shared to ensure input from all team members. The facilitator used follow-up questions to encourage deeper exploration and identify the factors contributing to the observed results. At the end of each section, the team was asked to highlight any notable areas that emerged during the analysis.

4. Root Cause Analysis into One Identified Area

Main Area of Focus: Consistent Support and Interventions

The primary area of focus to address the low performance of White and Special Education (SpEd) students is the need for consistent support and interventions. This encompasses stabilizing school expectations, ensuring consistent learning rigor across grades, and providing adequate outreach and support services. For White students, this means implementing effective early interventions, addressing attendance issues, and reducing reliance on tools that facilitate cheating. For SpEd students, it involves maintaining consistency in case management, ensuring special education assistance in all classes, ensuring that students have access to grade level content, and supporting parents in advocating for their children's needs. By concentrating on providing stable and consistent support, the district can create a more reliable and effective learning environment that fosters better academic outcomes for these students.

5. Synthesis of Findings

Willits High School extended invitations to community members, parents representing specific subgroups in need, teachers, site administration and counselors. This diverse group convened to analyze individual site data, both state and local, employing the Root Cause Analysis 5 Why Protocol. The problem of low performance among White and Special Education (SpEd) students has been highlighted, with various hypotheses and reasons identified by staff and family/community responses. Staff noted a lack of stability in school expectations, rigor, and outreach/support as key issues affecting performance in both English Language Arts (ELA) and Math. Other factors include reliance on AI tools for cheating, inconsistent learning expectations, and disciplinary issues such as suspensions. For SpEd students, additional challenges include the inconsistency of case managers and the need for special education assistance in all classes along with access to the core grade level curriculum in "RSP" courses. Family and community responses similarly emphasize a lack of motivation, the need for consistent support, and better advocacy for students with special needs. Both groups recognize that changes are needed to address these persistent issues effectively.

6. Written Summary

Willits High School (WHS) will actively monitor interim and summative assessment data to track students' progress toward meeting grade-level essential standards. Teams needing additional support will receive supplementary professional development based on this assessment. The implementation of the early warning system (EWS) ensures transparency, monitoring, accountability, and resource allocation, established while being in ATSI. Site administrators are responsible for overseeing individual students' attendance, suspensions, and grades to identify when interventions may be necessary. WHS administrators form a professional learning team that collaborates on EWS outcomes, continually striving to enhance practices in attendance, academics, and behavior. To ensure transparency and accountability, WHS is committed to sharing EWS data with community partners, parents, students, and the board.

SMART Goals:

- Decrease suspensions by 2% in all WHS schools by the end of the 24/25 school year, utilizing the early warning system.
- Increase reading proficiency in all subgroups by 2% by the end of the 24/25 school year, as measured on the STAR Reading Assessment, utilizing the early warning system.
- Increase math proficiency in all subgroups by 2% by the end of the 24/25 school year, as measured on the MDTP, utilizing the early warning system.

Early Warning System (EWS) Indicators

	Performance
Attendance indicator	Daily attendance of 90% or less
Behavior indicator	Three or more days of suspension or repeated behaviors
Academics	Failure in English, or math, or both

Early Warning System Timeline: [Resources](#)

Schedule	Process
Before the start of the school year	Form/designate an EWS team and provide professional development to EWS team members about the implementation process. Convene the EWS team. Set up the early warning data tool. Import student information and, if available, incoming risk indicator data into the tool. Review and interpret student needs on the basis of data from the previous year. Identify interventions for incoming students on the basis of the identified needs.
At the beginning of the school year	Reconvene the EWS team. Verify student information, especially enrollment status, and update student roster to reflect new enrollees, transfers in and out, and other classifications. Review previous year data, including any additional information that is helpful for interpreting student needs. Identify and implement student interventions or supports on the basis of incoming risk indicator information if available.
After the first 20 or 30 days of school	Import students' absences. Review and interpret student- and school-level reports. Identify and implement student interventions. Monitor students' initial responses to interventions in which they are participating. Revise students' intervention assignments, as needed.
After each grading period	Import students' absences, course failures, and behavior information. Review and interpret student- and school-level reports. Identify and implement student interventions. Monitor students' responses to interventions in which they are participating. Revise students' intervention assignments, as needed.
At the end of the school year	Import or enter students' absences, course failures, and behavior information. Review and interpret student- and school-level data. Monitor students' responses to existing interventions in which they are participating. Revise students' intervention assignments for summer and for the next academic year. Evaluate the EWS process, using student- and school-level reports, and revise as necessary.

Willits Unified School District (WUSD) is committed to providing comprehensive support and improvement plans for all schools in Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) categories. This process follows structured phases, integrating an early warning system to address potential challenges proactively. Student and family resources and guidance will be extended, with student support plans established prior to the school year for those with chronic attendance issues. Site-specific strategies, such as student incentives, attendance campaigns, and interventions, will be implemented. Professional development opportunities covering data tracking, conflict de-escalation, and restorative practices will be provided to family liaisons, administrators, yard supervisors, and other identified individuals. WUSD will deploy

counselor/therapist resources for social-emotional learning groups, academic counseling, and professional development. In-classroom coaching for implementing social-emotional learning curriculum will also be offered. Parent and community outreach resources, including workshops based on the annual "parent needs" survey, will be available, and a non-punitive School Attendance Review Board (SARB) will be facilitated in collaboration with community agencies.

Each site has identified its stage of collaboration in the Professional Learning Community (PLC) process. WUSD is committed to sustaining PLC professional development and coaching throughout the year. Administrators and teacher leaders actively participate in the California Principles Support (CAPS) network, receiving coaching support between sessions as they implement individually tailored action plans to enhance their schools. Practical tools, protocols, and resources are provided in each learning session, with focal points for the 2023-2024 school year including unit planning, the teaching-learning-assessing cycle, and a comprehensive revisit of CFAs. Ongoing resources and professional development support sites in English language development. Teachers are allocated time to identify, map out, and assess essential standards, while Professional Learning Teams (PLTs) convene regularly to monitor students' progress based on interim and common formative assessments. PLTs assess their effectiveness based on results, actively using data to inform and improve their practices. Furthermore, PLTs seek enrichment opportunities to enhance student learning.

WUSD District Attendance/Graduation/Behavioral Team Yearly Planning Calendar 2023-2024

Timing	Ongoing	Summer	Welcome Back	Fall Semester	Winter	Spring
Capacity Building	Coach and support school teams to organize multi-tiered systems of support for attendance and engagement and ensure they utilize data to monitor progress. Identify bright spot schools and highlight effective practices.	Include attendance at the start of school year PD for all staff. Provide principals with tools to lead a team in designing and implementing effective school-wide attendance strategies. Establish a year-round process to share best practices among and between school teams. Map out and agree upon how to integrate attendance into related district initiatives.	Support schools to put in place bridging activities that welcome families, offer assurances about the health and safety of the school environment and set attendance expectations. Ensure attendance is a standing agenda item for administrator meetings.	Conduct site visits to all schools, observe team functioning, identify bright spot schools and schools in need of additional support. Develop school coaching plans based on the results of school team self-assessments. Support schools by developing and resourcing good and improved attendance recognition programs.	Document and assess the sufficiency and impact of school level interventions and strategies across all schools. Determine how to take bright spot best practices to scale across the district. Continue to support the sharing of best practices among and between school teams.	Develop protocols for attendance as a summer school placement and flag students who need attendance supports early in the new school year. Align resources to schools with high levels of chronic absenteeism.
Actionable Data	Review district data and trends by school, grades and student groups (e.g., ethnicity, ELL, disabilities). Ensure school leaders and teams have access to site level data. Monitor accuracy of attendance data and analyze for inequitable outcomes.	Clean up data and notify school teams of chronically absent students who will be entering and returning to each school. Analyze previous year's data for disparity, trends and overall progress. Celebrate previous year's progress.	Review EOY data, and set and publicize district and school goals. Provide school teams with critical questions to consider. Develop district-wide attendance improvement plan and present to the school board. Use data on attendance during the first weeks of school to engage in problem-solving.	Help school teams analyze attendance patterns and trends to inform school wide strategies. Equip schools to share attendance data with students and families (e.g., parent-teacher conferences, advisory periods).	Measure district progress compared to previous years when possible. Analyze trend data, school and student data to identify attendance dips and set district-wide fourth quarter improvement targets.	Monitor attendance dip trend data and identify schools in need of additional support. Celebrate and recognize schools that are making progress and putting in place effective and innovative engagement practices.
Positive Engagement	Consistently and positively reinforce why reducing chronic absence matters for achievement. Recognize schools that are improving attendance and reducing chronic absence. Manage	Establish family outreach and home visiting protocols. Develop year round district-wide attendance messaging campaigns and provide schools with messaging materials. Promote	Ensure that schools are utilizing messaging materials in back-to-school strategies and implementing the district's messaging campaign. Support schools to implement SEL welcome back activities. Provide	Develop district protocols for embedding attendance into daily school culture (e.g., classroom practices, student assemblies, parent-teacher conferences). Support schools to use their data to	Implement district-wide winter holiday and spring break messaging campaign. Support schools to respond to common barriers to	Implement an "end the year strong" attendance messaging campaign. Support the development and implementation of end-of-year

	the attendance messaging campaign.	summer bridge activities that establish and strengthen relationships and provide students and families a warm welcome back to school.	schools with training, staff and the freedom to tailor activities to their site.	inform their outreach plans and ensure that families whose children are chronically absent receive positive personal outreach.	attendance.	engagement activities for students and families.
Strategic Partnerships	Develop agreements with community partners and public agencies. Make attendance an indicator for district partnership agreements.	In partnership with school teams, conduct a community asset analysis and use mapping data to identify potential partners.	Develop community partner agreements and supports for previous year's students in need of intensive Tier 3 supports. Conduct partnership training for schools.	In partnership with school teams, facilitate community partnerships for prevention and early intervention (e.g., Tier 1 and Tier 2) support.	Develop community partner agreements for Tier 3 intensive interventions.	Equip summer providers to monitor attendance and address the needs of chronically absent students.

Adequate & Equitable Resources	Assess which programs and strategies have the best return on investment. Expand effective strategies and abandon ineffective ones. Maintain a list of community partners and public agencies and the schools they serve.	Recruit, hire and assign staff to schools based on levels of absenteeism. Use chronic absence and other data to differentiate financial and other types of support. Expand programming and partnerships to schools with high rates of chronic absence.	Provide transparent information to staff, students and families about the district and school level budgets and staffing allocations. Organize resource fairs at schools with high levels of chronic absence. Host listening campaigns with students and families who experience greater barriers to attendance.	Work with community partners, youth and families to put in place strategic and tailored initiatives that support the improved attendance of groups of students disproportionately affected by chronic absence.	Begin the budget process for next school year and determine which schools need additional funding or staff. Work with school administrators on school improvement plans.	Advocate to close gaps in funding with local and state governments. Document effective practice, calculate the cost of expansion and share the analysis with policy makers.
Shared Accountability	Cross-departmental district attendance team with members representing district leadership, student support, health, special education, parent engagement, etc. meets bi-weekly.	Ensure schools have a data-driven attendance improvement plan. Assess district attendance team effectiveness and make changes as needed.	Review and analyze common causes of absences that require programmatic or policy solutions identified by school teams.	Develop district-wide solutions to systemic barriers identified by school teams. Develop data-sharing agreements as needed.	Establish a district PD calendar for next school year. Monitor the effectiveness of district partnerships.	Update district attendance policies and procedures. Establish a "summer bridge" program for students transitioning to new schools.

[Outreach to Students and Parents](#)

[Approaches to Support School Connectedness](#)

[SAIG Attendance as Responsible Behavior Lessons](#)

[Resources](#)

[Attendance Works](#)

[Site Attendance Plans](#)

[Student Success Plans](#)

[Culture of Attendance](#)

[Read more - Truancy Reduction](#)

[Resources for Truancy Reduction](#)

Tiered Layers of Support For All

Dropout Prevention

Tier 1 Universal Supports

- Goal: Foster student engagement, Positive social interactions & Academic achievement
- Three Key Indicators: Attendance, Behavior, and Course Performance
- Universal Screening / Progress Monitoring
- Early Warning Systems (EWS)
- Effective Teaching Instruction and Practices
- 7- Year Personal Learning Plan

Tier 2 Universal Supports

Academic Interventions

- Provide academic support (E.g., Tutoring, study skills, life skills)
- Credit recovery programs (E.g., Online programs, after-school courses, summer school)

Behavioral Interventions

- Mentoring (E.g., Check and Connect, Check-In Check-Out)

Family/School Collaboration

- Family engagement
- Psychoeducation

Tier 3 Universal Supports

- Educational support mentors / advocates
- Interagency case management
- Housing stability supports
- Community-based, non-criminal truancy SARB
- Individualized learning and success plan leading to graduation

Attendance

Tier 1 Universal Supports

- Clear, concise and consistent communication about schedules and expectations
- Routines, rituals and celebrations related to attendance and engagement
- Personalized positive communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance

Tier 2 Early Intervention

- Common community & school barriers identified & addressed
- Individualized student success plan that includes attention to attendance
- Attendance strategies added to IEP
- Family visit
- Mentors (Success Mentors or Peer Group Connections)
- Intensive tutoring
- Check-In/Check-Out (CICO)
- Expanded learning opportunities
- Small group interventions and supports for students
- Restorative alternatives to discipline and suspension

Tier 3 Intensive Intervention

- Educational support mentors / advocates
- Interagency case management
- Housing stability supports
- Student attendance review board
- Community-based, non-criminal truancy SARB
- Individualized learning and success plan leading to graduation
- Legal Intervention (as a last resort)