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
Windsor Unified School District	Jeremy Decker Superintendent	jdecker@wusd.org 707-837-7700

Plan Summary [2025-26]

General Information

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

Windsor Unified School District, based in Windsor, Sonoma County, California, educates around 3,466 students from preschool to 12th grade. Our diverse student body is 39.6% white and 50.8% Hispanic/Latino. English learners make up 11.6% of our students, primarily Spanish speakers, while 17.1% have disabilities and 54% come from low socio-economic backgrounds.

Our schools are organized into clusters: Mattie Washburn Elementary for Pre-K-2, Brooks Elementary for grades 3-5, Windsor Middle School for grades 6-8, Windsor High School for grades 9-12, our 9-12 school of choice, Big Picture Learning Windsor, and our continuation school, Windsor Oaks Academy, and the Sonoma County Virtual Academy (SoCoVA). Cali Calmecac Language Academy, a Pre-K-8 dual-immersion dependent charter school, is included in our district but creates its own LCAP.

Windsor Unified is averaging below our historic attendance averages post-pandemic, and we are seeing an increase in chronic absenteeism in certain subgroups; we are committed to returning to regular attendance patterns. Our district boasts a 94.5% attendance rate for the 2024/25 school year, with chronic absenteeism at 18.4%, both figures better than county and state averages. Windsor Unified qualified for and will include an equity multiplier goal to support our continuation school, Windsor OAKS.

Our curriculum is engaging and aligned with Common Core standards, a strong Visual and Performing Arts program, and an emphasis on Career and Technical Education. Every student and teacher is equipped with Chromebooks and laptops to ensure continuity of learning in any situation.

Our secondary programs offer a variety of academic and career pathways, including project-based learning, internships, and specialized academies to prepare students for college and careers. Our graduation rate in 2024 was 94.6%, exceeding both county and state averages, with significant improvements across all student subgroups.

The Windsor Unified School District is dedicated to providing a comprehensive education that supports every student's success in school and beyond.

Reflections: Annual Performance

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

Windsor Unified School District celebrates notable achievements, including:

1. We have successfully continued and expanded our Multi-tiered Systems of Support (MTSS) framework district-wide, enhancing our organizational design. This included training for all district and site leaders in the 2021-22 and 2022-23 school years, and the formation and training of MTSS Site Leadership Teams at each school in 2022-23, focusing on Tier 1 implementation and MTSS problem-solving techniques.

2. For the first time, all schools within the district adopted the Renaissance Universal Screener and participated in three to four common assessments in English Language Arts (ELA) and mathematics. This initiative helps establish baseline data and monitor students' progress in mastering the Common Core State Standards (CCSS).

3. The English Learner Progress Indicator for the 23/24 school year was close to California averages, at 41.5% (California at 45.7%).

4. Our district is finishing year two of a multi-year process of implementing the Professional Learning Community model across all of our sites.

Windsor will focus on the following for the next three-year cycle:
These schools were selected because they had the lowest performance level on one or more indicator on the 2024 Dashboard and these student groups were selected because they had the lowest performance level on one or more indicator on the 2024 Dashboard.

1. Chronic Absenteeism at Mattie Washburn Elementary
2. ELA: English Learners and Hispanic students at Brooks Elementary
3. Math: English Learners at Brooks Elementary
4. ELA: English Learners and SWD at Windsor Middle School
5. Math: English Learners, Hispanic students, Socioeconomically Disadvantaged students, SWD at Windsor Middle School
6. Suspension Rate: Two or More Races, SWD at Windsor Middle School
7. ELA: English Learners, SWD at Windsor High School
8. Math: English Learners, Hispanic students, Socioeconomically Disadvantages students, SWD at Windsor High School

9. College and Career: SWD at Windsor High School
10. Suspension Rate: English Learners and SWD at Windsor High School

- We will implement targeted attendance interventions, including personalized outreach to families, mentoring programs, and attendance incentives. Additionally, we will provide support services such as counseling and transportation assistance to address the underlying causes of absenteeism.
- To improve ELA outcomes, we will enhance our English Language Development (ELD) programs and provide targeted reading interventions. Professional development for teachers on culturally responsive teaching practices and differentiated instruction will also be prioritized to support English Learners and Hispanic students better.
- We will implement specialized math intervention programs and provide additional support through bilingual aides. Professional development for math teachers will focus on strategies for effectively teaching math to English Learners.
- Targeted literacy programs and individualized learning plans for English Learners and Students with Disabilities (SWD) will be introduced. Collaboration between ELA teachers and special education staff will be strengthened to ensure cohesive support.
- We will provide intensive math support through small group instruction, tutoring, and summer math programs. Math teachers will receive training on best practices for supporting diverse learners, including differentiated instruction and culturally relevant pedagogy.
- Restorative justice practices and positive behavioral interventions will be expanded to reduce suspension rates. We will also provide staff training on implicit bias and cultural competency to create a more inclusive and supportive school environment.
- Enhanced ELD programs and literacy interventions will be provided, along with additional support from resource specialists for SWD. Collaborative planning time for ELA and special education teachers will be increased to ensure alignment in instructional strategies.
- Math support will include after-school tutoring, peer mentoring, and targeted interventions. Professional development for math teachers will focus on strategies for teaching diverse student groups and using data to inform instruction.
- We will expand college and career readiness programs for SWD, including individualized transition plans, work-based learning opportunities, and partnerships with local colleges and employers. Academic counselors will work closely with SWD to ensure they are prepared for post-secondary success.
- To address high suspension rates, we will implement restorative practices and increase support services such as counseling and behavioral interventions. To create a more supportive school climate, staff will be trained on cultural competency and inclusive practices.

Reflections: Technical Assistance

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

Windsor Unified School District (WUSD) is eligible for Differentiated Assistance based on California School Dashboard results for both 2023 and 2024, reflecting ongoing and emergent areas of need among specific student groups.

2023 Eligibility

WUSD was first identified for technical assistance in 2023 due to red performance levels for the following student groups across multiple state priorities:

English Learners (ELs) – Priority 4 (Academic Achievement), Priority 6 (Suspension)
Students with Disabilities (SWD) – Priority 4 (Academic Achievement), Priority 6 (Suspension)
Hispanic students – Priority 4 (Math)
Students identifying as Two or More Races – Priority 6 (Suspension)

2024 Eligibility
The 2024 Dashboard confirmed continued eligibility, now including:

English Learners (ELs) – Priority 4 (ELA and Math)
Long-Term English Learners (LTELs) – Identified within ELs as a numerically significant subgroup
SWD – Priority 4 (ELA and Math), Priority 6 (School Climate)
Homeless youth – Priority 4 (ELA and Math), Priority 6 (School Climate)
Foster Youth – Priority 6 (School Climate)
Hispanic students – Priority 4 (Math)

WUSD is participating in a yearlong Continuous Improvement Collaborative facilitated by the Sonoma County Office of Education. Our Urgent Articulated Problem (UAP) is that 83.71% of multilingual learners are scoring in the “Standard Not Met” category on the CAASPP, compared to 31.17% of all students, with LTELs struggling disproportionately due to instructional inconsistency and lack of systemic support.

Root causes include inconsistent application of high-leverage, research-based Tier 1 instructional strategies; lack of coherence in Integrated and Designated ELD delivery across grade levels and school sites; limited use of data tools and “look-fors” to guide administrator feedback and teacher reflection; and curriculum misalignment and instructional gaps across Pre-K to Grade 3 that contribute to early learning fade-out and LTEL status. To address these, WUSD is implementing two Custom Services Agreements with SCOE. The first (CSA-WUSD2425-1) includes professional development and coaching on Integrated ELD, use of observation tools, and reclassification strategies for LTELs. The second (CSA-WUSD2425-2) supports Grade 6 instructional coherence in ELA, social science, math, and science through unit mapping, CER writing, and standards-based grading practices.

Additionally, WUSD participates in the Pre-K to 3rd Grade Coherence Collaborative (P3CC), facilitated by California Education Partners, to strengthen Tier 1 instruction and transitions across early education.

WUSD is also partnering with Solution Tree to implement a districtwide Professional Learning Community (PLC) model and engaging in the California Principals Support Network (CAPS) to enhance site-level instructional leadership. These efforts align with LCAP Goal 1 (All Students Are Connected and Thriving), specifically Actions 1.3 (interventions), 1.4 (PreK–3 alignment), and 1.8 (ELD supports).

Through this multi-tiered approach, WUSD continues to analyze data and refine strategies to improve educational outcomes for its most underserved student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Administrators	As in previous years, principals continued to serve as essential leaders in facilitating a bottom-up, site-driven engagement process that shaped the development of the 2025–26 LCAP. Their role remained critical in ensuring that school-level planning was inclusive, data-informed, and aligned with districtwide equity and instructional priorities. Establishment of Leadership Teams: Principals continued the use of peer-nomination processes to form site-based leadership teams, building on a practice that has proven effective in identifying trusted, credible teacher leaders. By empowering educators recognized by their colleagues for instructional leadership, principals sustained a culture of collaborative decision-making and teacher-driven improvement. Formation of School Site Councils: As in previous years, principals oversaw the functioning of School Site Councils (SSCs), ensuring representation from administrators, certificated and classified staff, families, and secondary students. These councils remained a key structure for site-level engagement and accountability. Differently from last year, some principals introduced new approaches to meeting facilitation and documentation to improve participation and transparency. Development and Implementation of School Plans:

Educational Partner(s)	Process for Engagement
	Principals continued to collaborate with leadership teams and SSCs to develop and monitor School Plans for Student Achievement. Building on the structures established in prior years, principals refined their use of local data—such as RenStar, YouthTruth, and attendance metrics—to ensure that plans were more closely aligned to emerging student needs. Adjustments were made throughout the year based on implementation feedback and progress monitoring cycles. Representation in the LCAP Core Committee: Principals or their designees again participated in the LCAP Core Committee, which met on October 3, 2024, and March 6, 2025. Differently from last year, these meetings featured a stronger emphasis on site-based reflection, including a “Keep, Change, Stop” protocol that enabled principals to bring forward implementation lessons tied to their school plans. Principals helped shape district priorities by advocating for strategies and supports that reflected real-time feedback from their school communities. Oversight of Site-Based Budgeting: Continuing from the previous year, principals maintained responsibility for managing site-based budgets within the Professional Learning Community (PLC) framework. This year, budgeting conversations were more intentionally tied to LCAP metrics and school plan goals, with several principals introducing new collaborative processes for involving teacher teams in resource decisions. This shift helped align financial decisions more closely with instructional priorities and student outcomes.
Teachers	As in previous years, teachers continued to play a central role in Windsor Unified School District’s bottom-up planning approach. Their involvement ensured that those working most closely with students had a strong voice in shaping educational strategies, identifying priorities, and informing decisions that impact classroom practice and student success. Leadership Team Selection:

Educational Partner(s)	Process for Engagement
	Teachers were once again instrumental in the formation of leadership teams at each school site through a peer-nomination process. This process—continued from previous years—asked staff to identify colleagues they trusted for instructional advice and believed could lead meaningful change. The result was site leadership teams composed of respected and credible educators, grounding school improvement efforts in classroom expertise. Collaborative Planning: Following team formation, teachers collaborated with their site administrators and colleagues to help develop and refine the School Plan for Student Achievement (SPSA). Drawing from their direct experience with students, teachers contributed insights that ensured site plans were relevant, data-driven, and responsive to real-time instructional challenges. This continued practice helped align school-level strategies with classroom realities and emerging needs. School Site Councils: Teachers continued to serve on School Site Councils (SSCs) alongside administrators, classified staff, parents, and secondary students. These councils remained key venues for shared decision-making and progress monitoring. Teachers helped shape the “measures that matter” used to evaluate the effectiveness of site strategies, providing critical input based on their daily work with students. In addition to council participation, teachers were invited to provide feedback through the YouthTruth Staff Survey (January–February 2025). The tool offered teachers another avenue to express views on school culture, support systems, and leadership effectiveness, informing both site and district planning. LCAP Core Committee Representation: As in prior years, each school selected a teacher representative to participate in the district’s LCAP Core Committee, which met on October 3, 2024, and March 6, 2025. These representatives shared updates from site planning work, provided feedback on districtwide strategies, and engaged in a “Keep, Change, Stop” reflection to shape

Educational Partner(s)	Process for Engagement
	future actions. Their insights were especially valuable in discussions about early literacy, MTSS, and the planned rollout of Instructional Aides in TK–2. Site-Based Budgeting: Building on last year's implementation of site-based budgeting, teachers continued to have an active voice in determining how school resources should be allocated. Many school teams engaged in collaborative discussions—guided by PLC principles—to identify how funding could support instructional priorities. This approach strengthened alignment between classroom needs and budget decisions and reinforced teacher ownership of schoolwide goals. Through these structures and activities, teachers remained vital partners in both school-level and districtwide planning. Their perspectives shaped key priorities in the 2025–26 LCAP and ensured that the plan remained grounded in instructional reality, student needs, and a shared commitment to continuous improvement.
Parents	As in previous years, parents continued to play an essential role in Windsor Unified School District's bottom-up planning process, ensuring that the voices of families were heard and that school and district initiatives remained responsive to the aspirations and needs of students and their communities. Their engagement supported transparency, equity, and shared ownership of educational priorities. School Site Councils: Parents continued to serve as active members of School Site Councils (SSCs), alongside administrators, teachers, and, at the secondary level, students. These councils remained a key structure for reviewing school performance, developing the School Plan for Student Achievement, and monitoring progress on measurable goals. Parent contributions helped ensure that site-level planning remained grounded in the lived experiences and priorities of families. Input and Feedback:

Educational Partner(s)	Process for Engagement
	Parent feedback was again gathered through multiple channels. Families participating in ELAC (English Learner Advisory Committees) and DELAC (District English Learner Advisory Committee) provided input during scheduled meetings and through needs assessment processes, offering perspectives on language support services, program accessibility, and family-school communication. Additional feedback was collected through school forums, site-based meetings, and the YouthTruth Family Survey, administered in January and February 2025. Differently from last year, targeted outreach was expanded to increase participation among Spanish-speaking families, contributing to significant gains in family engagement and perception metrics. LCAP Core Committee Representation: Parents continued to serve as representatives on the LCAP Core Committee, which met on October 3, 2024, and March 6, 2025. These representatives contributed to reviewing district data, reflecting on implementation progress, and participating in structured feedback activities such as the “Keep, Change, Stop” protocol. Their input helped shape decisions related to districtwide funding allocations, staffing priorities, and student support strategies—particularly those related to early literacy, student safety, and access to academic interventions. Engagement and Communication: Schools continued to engage families through regular updates, site newsletters, ParentSquare announcements, and community meetings. The district also strengthened its communication efforts this year by more intentionally coordinating messaging through the District Communications Coordinator, ensuring that parents received timely and translated updates about school programs and progress. This consistent outreach helped maintain trust and partnership between schools and families. Volunteer Opportunities: As in previous years, parents were encouraged to volunteer in a range of settings, including classroom activities, family nights, and school events. Their participation contributed to a welcoming and

Educational Partner(s)	Process for Engagement
	supportive school climate and allowed families to stay connected with their children's learning environments. Parent Education and Workshops: Schools continued to offer parent education workshops and training sessions, providing guidance on supporting learning at home, understanding school goals, and navigating key programs. These sessions were especially well-received at sites that paired workshops with family events or built them into ELAC meeting agendas. As in past years, this investment in parent education helped build capacity and confidence among families to actively support their children's academic progress.
Students	As in previous years, Windsor Unified School District continued to prioritize student voice as a key element of its bottom-up planning approach. Recognizing students as primary stakeholders in their own education, schools engaged them through a variety of formal and informal channels to ensure their perspectives helped shape policies, programs, and schoolwide strategies. Participation in School Site Councils: At the secondary level, students once again served as active members of School Site Councils (SSCs), contributing to the development and refinement of the School Plan for Student Achievement. Their participation ensured that student perspectives were directly included in discussions around goals, school climate, and instructional strategies. Principals reported that student input was particularly valuable in identifying needs related to wellness, engagement, and belonging. Student Surveys and Feedback: Students continued to provide feedback through multiple tools, including the YouthTruth Student Survey administered in January–February 2025, as well as school-based surveys, focus groups, and feedback forums. Differently from previous years, several schools used advisory periods or classroom-based activities to facilitate

Educational Partner(s)	Process for Engagement
	survey participation and discussion, helping ensure students better understood the purpose of their feedback and how it would be used. Leadership and Advisory Roles: As in past years, students participated in leadership roles as Student Board Members, through student government, peer mentoring, wellness committees, and equity-focused groups. These roles provided structured opportunities for students to advocate for themselves and their peers, and to collaborate with staff on campus improvement initiatives. At several schools, student leaders also played a role in planning events focused on mental health awareness and cultural celebration. Collaborative Projects and Initiatives: Students continued to engage in schoolwide initiatives that addressed key priorities such as safety, wellness, and school culture. These collaborative efforts included organizing awareness campaigns, supporting restorative practice efforts, and working with school staff to develop more inclusive extracurricular offerings. These projects gave students meaningful opportunities to lead, problem-solve, and contribute to school improvement efforts. LCAP Core Committee Representation: As in previous years, select student representatives participated in the LCAP Core Committee, which met on October 3, 2024, and March 6, 2025. Student representatives contributed to districtwide discussions on equity, academic support, and engagement, and participated in the “Keep, Change, Stop” reflection to offer feedback on current initiatives. Their input reinforced the importance of creating flexible learning environments and addressing mental health needs. Educational Planning Sessions: At some sites, students were invited to participate in workshops or advisory sessions focused on aspects of school planning, such as reviewing RenStar data trends or providing feedback on strategies for improving attendance and school culture. These sessions differed from previous years by more intentionally linking student feedback to

Educational Partner(s)	Process for Engagement
	LCAP-related discussions, particularly around early literacy, school safety, and post-secondary readiness. Empowerment through Education: Schools continued to educate students about the planning and decision-making process through advisory lessons, leadership class discussions, and participation in student forums. This emphasis on civic learning helped students understand how their voices influence change, empowering them to advocate effectively and take active roles in shaping their school communities.
Community Members	Community members continued to play a pivotal role in shaping and supporting educational initiatives within Windsor Unified School District during the 2024–25 school year. As in previous years, their contributions were especially visible through sustained partnerships with the California Partnership Academies (CPAs) and the Visual and Performing Arts (VAPA) Strategic Planning Committee. Their ongoing engagement ensured that district programs reflected the evolving needs of the local community and benefited from a diverse range of professional expertise and resources. Advisory Boards: Local business leaders, industry professionals, and representatives from post-secondary institutions once again served on CPA advisory boards. These boards guided curriculum alignment with industry standards and workforce expectations, helping ensure that academy pathways remained relevant and rigorous. Their continued involvement helped bridge education and employment, with a focus on preparing students for meaningful post-secondary careers. Mentorship and Work-Based Learning: Community members continued to offer mentorship and work-based learning opportunities, including internships, job shadowing, and guest speaker sessions. Differently from last year, some partners adapted opportunities to better accommodate students' schedules and transportation barriers, expanding access to virtual mentorship and on-campus career panels. These experiences helped CPA

Educational Partner(s)	Process for Engagement
	students deepen their understanding of career options and build professional networks. Resource and Support Provision: As in past years, local businesses and community partners provided vital resources such as industry-specific software, equipment, and financial contributions. These supports enhanced students' access to hands-on learning and ensured they were exposed to current tools and practices used in professional settings. Evaluation and Feedback: Community members participated in evaluating student work, particularly in CPA capstone projects and presentations, providing constructive feedback and reinforcing professional expectations. Their role in helping students refine their work and develop presentation skills remained a valued component of program quality assurance. Strategic Planning for the Arts: Artists, nonprofit leaders, and local arts organizations continued to partner with the VAPA Strategic Planning Committee to help shape long-term goals and implementation strategies for arts education. Differently from previous years, this year's planning process focused on expanding access and equity across school sites, particularly by identifying gaps in VAPA course offerings and student participation. Curriculum Development and Enhancement: Community artists and arts professionals contributed to the development and refinement of curriculum across multiple disciplines, including visual arts, music, digital media, and theater. They also helped schools integrate community-based arts opportunities, such as local gallery visits and artist residencies, into the student learning experience. Arts Advocacy and Funding: Community stakeholders continued to advocate for robust arts education, helping secure financial resources and institutional support. This included writing grant applications, organizing community fundraisers, and fostering partnerships with local cultural

Educational Partner(s)	Process for Engagement
	institutions to increase visibility and sustainability of school arts programs. Professional Development for Teachers: Local artists and arts educators provided professional development workshops for WUSD teachers, focusing on arts integration, culturally relevant instruction, and new media applications. These sessions enriched instructional practice and supported the district's broader efforts to elevate arts education. Exhibition and Performance Opportunities: As in previous years, community venues and organizations opened their spaces for student exhibitions and performances. These real-world opportunities allowed students to share their talents with broader audiences and strengthened the connection between the school district and the community.
Local Bargaining Units	Members of the Executive Boards from both the Windsor District Educators Association (WDEA) and the California School Employees Association (CSEA) continued to serve as integral partners in the development and refinement of the 2025–26 LCAP. As in previous years, representatives from both unions actively participated in the LCAP Core Committee, ensuring that the voices of teachers and classified staff were directly represented in discussions about district priorities, funding, and program implementation. Through their involvement in the Core Committee meetings held on October 3, 2024, and March 6, 2025, WDEA and CSEA representatives contributed valuable insights on key issues such as professional development, site-based planning, school safety, and student engagement. Their input was especially influential in shaping strategies related to chronic absenteeism, English Learner support, and campus climate. A notable development this year was the negotiation and formalization of dedicated Professional Learning Community (PLC) collaboration time. This agreement—reached through structured

Educational Partner(s)	Process for Engagement
	discussions between the district and WDEA—ensures that teachers have consistent, contractually protected time to engage in data analysis, shared planning, and instructional reflection. The inclusion of PLC time represents a major step forward in aligning instructional improvement efforts with staff working conditions, and it directly supports district goals around early literacy, academic equity, and MTSS implementation. Beyond formal LCAP structures, the district continued to engage with WDEA and CSEA through regular leadership meetings, joint workshops, and collaborative problem-solving sessions. This year, these conversations focused on topics such as staffing support for inclusion, safety protocols, and strategies for retaining high-quality personnel in key roles. The ongoing partnership reflects a shared commitment to transparency, mutual respect, and continuous improvement. The continued collaboration with labor union leaders has helped ensure that the LCAP reflects a balanced focus on student outcomes and staff well-being. Their advocacy has strengthened the district's ability to craft and implement strategies that are realistic, sustainable, and grounded in the everyday experiences of educators and support staff. As a result, the LCAP is better positioned to drive meaningful improvement while honoring the professionalism and expertise of Windsor Unified's workforce.
Other School Personnel	As in previous years, other school personnel—including counselors, librarians, office staff, instructional aides, and site administrators from non-instructional departments—continued to play a vital role in the development of the 2025–26 LCAP. Their active participation in the LCAP Core Committee ensured that the perspectives of those working across a broad range of student support and operational functions were meaningfully integrated into district planning. Throughout the year, these staff members contributed to comprehensive discussions on issues such as student wellness, resource allocation, campus operations, and the implementation of

Educational Partner(s)	Process for Engagement
	new educational initiatives. Their feedback was especially valuable during the Core Committee meetings on October 3, 2024, and March 6, 2025, when the group reviewed RenStar, YouthTruth, and program implementation data. During the “Keep, Change, Stop” protocol at the March meeting, contributions from support staff helped shape the district’s strategies around school climate, instructional aide deployment, and inclusion support. Counselors offered key insights into student mental health needs and the integration of social-emotional learning supports within academic programming. Librarians emphasized the importance of maintaining equitable access to diverse, culturally relevant materials. Office managers and registrars helped identify process improvements to support family engagement and enrollment access, while instructional aides and support staff voiced the need for role-specific training to support inclusive classroom practices. Beyond the Core Committee, the district maintained regular communication with other school personnel through surveys, town halls, and structured feedback sessions. Differently from last year, greater attention was given to collecting feedback specific to classified and student services staff, especially related to implementation of site-based budgeting, intervention systems, and expanded student supports. In direct response to this feedback, the district prioritized professional development opportunities tailored to non-certificated and support staff roles. This included training on student behavioral support strategies, trauma-informed practices, and the integration of technology into support services. Instructional aides were included in expanded training sessions in preparation for their increased presence in TK–2 classrooms, a key focus area for 2025–26. The ongoing involvement of other school personnel significantly enriched the LCAP development process. Their insights ensured that district strategies addressed the full range of student needs—academic, social-emotional, and logistical—and that all staff felt empowered to contribute meaningfully to school success. By

Educational Partner(s)	Process for Engagement
	continuing to elevate the voices of these essential team members, the district reinforced its commitment to inclusive planning and operational excellence.
Special Education	As in previous years, the Special Education Director continued to serve as a key member of the LCAP Core Committee, providing essential expertise and advocacy on behalf of students with disabilities. Their participation ensured that the unique needs of students receiving special education services were fully integrated into district planning efforts, particularly in the areas of IEPs, inclusive instruction, staffing, and resource allocation. New to the 2024–25 school year, a parent of a student with disabilities was also included on the LCAP Core Committee to further strengthen family voice and representation. This parent provided firsthand insights into the lived experience of navigating special education services in Windsor Unified, helping the committee to better understand the day-to-day impact of policies and programs on families. Their feedback reinforced the need for ongoing inclusive instructional practices and helped prioritize supports such as expanded training for instructional aides and increased communication tools for IEP engagement. Throughout the year, the Special Education Director and the Special Education parent representative both actively participated in Core Committee meetings on October 3, 2024, and March 6, 2025. Their combined input was instrumental during the “Keep, Change, Stop” protocol at the March meeting, particularly in discussions that focused on expanding inclusive instructional supports and improving classroom-based staffing through the planned implementation of Instructional Aides in TK–2—a key priority raised by special education stakeholders. Ongoing engagement with the Special Education Director included regular consultation meetings, collaboration on implementation progress, and coordination across departments, ensuring that planning remained responsive to evolving student needs. Differently

Educational Partner(s)	Process for Engagement
	from previous years, there was an increased emphasis on using local data—such as reclassification rates for students with IEPs and YouthTruth survey results disaggregated by disability status—to evaluate program effectiveness and guide midyear adjustments. As a result of this engagement, the LCAP continues to prioritize comprehensive supports for students with disabilities, including: • Targeted professional development for general and special education teachers on inclusive practices, behavior supports, and co-teaching models; • Increased access to assistive technology, ensuring that students can fully participate in both core instruction and intervention programs; • Expanded training for instructional aides, particularly those supporting early elementary students, to strengthen Tier 1 and Tier 2 interventions. The Special Education Director also played a leadership role in community engagement, organizing events such as the Special Board Meeting on Special Education Discipline Policies, which offered families and educators an opportunity to provide input and learn about policy updates. In addition, the department supported informational workshops and support groups for families, building strong home-school partnerships and reinforcing the district's commitment to transparent and inclusive practices.
ELAC	As in previous years, ELAC members continued to play a critical role in Windsor Unified School District's planning and decision-making processes by contributing their experiences and perspectives to the development of the 2025–26 LCAP. Their active involvement in the LCAP Core Committee ensured that the needs of English Learner (EL) students and their families remained central in shaping district goals, actions, and funding priorities. During the Core Committee meetings held on October 3, 2024, and March 6, 2025, ELAC representatives contributed valuable insights on issues related to language development, academic support,

Educational Partner(s)	Process for Engagement
	reclassification, and family engagement. Their input helped guide discussions around the implementation of Designated and Integrated ELD, site-based EL supports, and expanded outreach strategies for multilingual families. Through regular ELAC meetings at school sites, district-wide updates, and targeted surveys, we maintained ongoing two-way communication with EL families. Differently from previous years, several sites increased the frequency of ELAC gatherings and embedded LCAP feedback activities into meeting agendas to ensure timely and actionable input. This structured engagement allowed for deeper exploration of strategies related to instructional aide deployment, reclassification tracking, and inclusive family engagement practices. The ongoing contributions of ELAC members significantly strengthened the LCAP's focus on EL students. As a result of this engagement, the district has continued to prioritize: • Enhanced ELD instruction, both designated and integrated, aligned to the California ELD Standards; • Targeted academic interventions for students at risk of long-term EL status; • Professional development for teachers on culturally and linguistically responsive instructional practices. In response to ELAC feedback, the district also expanded professional learning opportunities that focused on supporting EL students in mainstream classrooms. Training topics included language acquisition techniques, differentiated instruction, and strategies for increasing EL student participation in core and enrichment programs. ELAC has also continued to lead efforts that build strong partnerships between schools and families. Sites organized informational workshops on ELPAC, reclassification criteria, and high school graduation requirements, often delivered in families' primary languages. In addition, cultural events and family engagement nights

Educational Partner(s)	Process for Engagement
	helped foster community connection and celebrated the district's linguistic and cultural diversity.

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

The development of the 2025–26 LCAP was directly shaped by extensive feedback gathered from a diverse range of educational partners, including students, families, teachers, classified staff, administrators, bargaining unit representatives, and community stakeholders. Through LCAP Core Committee meetings, School Site Council input, ELAC/DELAC engagement, YouthTruth surveys, focus groups, and community forums, stakeholders provided meaningful insights that influenced key decisions in the adopted plan.

LCAP Core Committee Feedback
The LCAP Core Committee, which met on October 3, 2024, and March 6, 2025, played a pivotal role in shaping the plan. In the first meeting, committee members reviewed RenStar baseline data and discussed implementation progress. In the second, participants engaged in a "Keep, Change, Stop" activity, which surfaced specific recommendations. As a result:

- The district maintained actions that showed promising outcomes, such as the continued investment in Career and Technical Education pathways (Action 1.1) and AVID expansion (Action 1.2).
- The plan to deploy Instructional Aides in TK–2 classrooms was strengthened and clarified in response to widespread support from both teachers and parents.
- Greater emphasis was placed on improving Tier 1 instruction and MTSS implementation, which led to revisions in Actions 1.3 and 2.2, as well as the development of new districtwide training and guidance tools.

Feedback from Teachers and Principals
Teachers and principals emphasized the need for protected collaboration time and deeper instructional alignment. This feedback influenced the inclusion of negotiated PLC time, which supports Actions 1.4 and 2.2 by ensuring staff have time to analyze student data, plan interventions, and refine instructional strategies. Additionally, site leaders advocated for increased site-based control over LCAP funds, reinforcing the district's continued commitment to site-based budgeting aligned to school plans.

Feedback from Parents and ELAC/DELAC Members
Family engagement feedback, particularly from Spanish-speaking parents and ELAC representatives, led to increased investments in bilingual communication, ELD supports, and parent education workshops. Input gathered through the YouthTruth Family Survey and DELAC meetings also directly influenced the continued prioritization of designated ELD, family outreach (Action 3.1), and training for general education staff on inclusive practices (Action 1.8).

Student Input
Student feedback gathered through YouthTruth surveys, advisory groups, and site councils highlighted concerns around school safety, mental health, and engagement. This input informed Action 3.4 by reinforcing the need for both physical safety measures (e.g., continued support for the School Resource Officer) and broader social-emotional supports. Additionally, students advocated for expanded access to

VAPA programs and college and career guidance, which were addressed in Actions 1.1 and 1.5.

Classified and Other School Personnel
Input from CSEA members and other classified staff helped shape investments in professional development tailored to support staff roles. This feedback led to the continued inclusion of training for instructional aides and classified staff as part of Actions 1.3, 2.1, and 3.1.

Special Education Department and Parent Input
Informed by the active participation of the Special Education Director and a parent representative of a student with disabilities on the LCAP Core Committee, the district deepened its commitment to inclusive instructional practices. This collaboration was further strengthened by feedback gathered during a Special Board Meeting focused on Special Education Discipline Policies, where families shared priorities related to behavioral supports, communication, and equitable access to learning.

In response, Action 1.9 was shaped to include expanded training for instructional aides on IEP implementation and inclusive practices, alongside investments in assistive technology and professional development in behavior supports. The inclusion of the SPED parent also influenced the development of Actions 1.3, 2.1, and 3.1, which now integrate targeted training opportunities for classified staff and instructional aides, ensuring a unified approach across academic, social-emotional, and family engagement domains. This collaborative input underscores the district's commitment to meeting the diverse needs of students with disabilities through consistent, high-quality support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students are Connected and Thriving	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
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.

The Windsor Unified Board created the goal to emphasize a holistic educational approach that prioritizes both academic success and students' emotional and social well-being. Recognizing the importance of a supportive and inclusive school environment, this goal aims to enhance student engagement, resilience, and a sense of belonging through targeted resources and strategies. These include mental health services, extracurricular activities, mentorship programs, and diversity and inclusion initiatives. The goal reflects the district's commitment to a comprehensive educational strategy that integrates academic achievement with critical emotional and social support, ensuring that all students succeed academically and thrive within the school 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	A-G Completion Rates	32.2% of students complete A-G requirements- (2023)	34.7% of students completed A-G requirements (2024)		49% of students complete A-G requirements- (2026)	The percent of students completing A-G requirements increased by 2.27%
1.2	Career and Technical Education (CTE) Completion Rates	CTE pathway completion rate= 22.7% (2023)	34.5% of students completed CTE Pathway (2024)		CTE pathway completion rate= 35% (2026)	The percent of students completing a CTE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Pathway increased by 11.8%.
1.3	Both A-G and CTE Completion Rates	4% of the 2023 cohort completed a-g and CTE pathway requirements	16.2% of the 2024 cohort completed A-G and CTE pathway requirements		8% of the 2026 cohort completed a-g and CTE pathway requirements	The percent of students completing the both an A-G and the CTE Pathway requirements increased by 12.2%
1.4	Advanced Placement (AP) Exam Pass Rates	5.28% of students earned a 3 or higher on at least 2 AP exams	Correction: In 2023, 36.5% of students earned a 3 or higher on at least 2 AP exams. In 2024, 28.7% earned a 3 or higher on at least 2 AP exams. *DataQuest: College/Career Levels & Measures Report		10% of students earned a 3 or higher on at least 2 AP exams	The percent of students earning a 3 or higher on at least 2 AP exams decreased by 7.8%
1.5	Early Assessment Program (EAP) Participation Rate	93% of 11th graders participated in ELA and Math Early Assessment Program (2022/23 EAP)	97% of 11th graders participated in ELA and Math Early Assessment Program (2024/25 EAP)		95% of 11th graders participated in ELA and Math Early Assessment Program (EAP)	The percent of 11th graders who participated in the EAP increased by 4%.
1.6	WHS Academic Counseling ratio: Information Day enrollment at WHS divided by Counseling	The ratio of academic counselors at the high school level is 1/401. (2022/23)	The ratio of academic counselors at the high school level is 1/331. (2023/24)		1/400 ratio of academic counselors to students at the high school	WHS improved their Counselor to Student ratio by 69 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Full Time Equivalent (FTE).					
1.7	WUSD Social/Emotional Learning (SEL) counseling ratio: information day enrollment by site divided by counseling FTE.	The ratio of social-emotional counselors at district schools is: MWE= 1/ 514 BES= 1/ 453 WMS= 1/ 725 WHS/NBMA/WOA= 1/854 (2022/23)	The ratio of social-emotional counselors at district schools is: MWE= 1/643 BES= 1/ 498 WMS= 1/ 754 WHS/NBMA/WOA = 1/870 (2024/25)		The ratio of social-emotional counselors at district schools: MWE= 1/ 500 BES= 1/ 450 WMS= 2/ 725 WHS/NBMA/WOA =2/854	The difference in ratio of social-emotional counselors at district schools is: MWE= -129 BES= -45 WMS= -29 WHS/NBMA/WOA = -16
1.8	Percent of secondary schools' students enrolled in Advancement Via Individual Determination (AVID) Elective	23% of CCLA 5-8th graders in AVID 4% of WMS students in AVID 7% of WHS students in AVID (2022/2023)	14% of CCLA 5-8th graders in AVID 9% of WMS students in AVID 11% of WHS students in AVID (2024/2025)		30% of CCLA 5-8th graders in AVID 10% of WMS students in AVID 10% of WHS students in AVID (2026)	The difference in AVID enrollment -9% of CCLA 5-8th graders in AVID +5% of WMS students in AVID +4% of WHS students in AVID
1.9	Percent of teachers AVID trained	AVID trained 47% of 36 WMS teachers trained 18% of 80 WHS teachers AVID trained (2022/2023)	AVID trained 42% of 38 WMS teachers trained 15% of 83 WHS teachers AVID trained (2024/2025)		AVID trained 47% of 36 WMS teachers trained 18% of 80 WHS teachers AVID trained (2026)	The difference in AVID trained teachers -5% WMS -3% WHS
1.10	9th grade cohort average percent of actual attendance, RenStar Reading & Math At or Above 55 Percentile Ranking, and	9th grade data Attendance Rate: 95.38 RenStar W4 Math: 39% RenStar W4 Reading: 26% Average 1st semester GPA: 2.735	9th grade data Attendance Rate: 94.04% RenStar W4 Math: 24% RenStar W4 Reading: 59%		9th grade data Attendance Rate: 97 RenStar W4 Math: 42% RenStar W4 Reading: 30%	The difference in 9th grade data Attendance Rate: -1.34% RenStar W4 Math: -15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	average Grade Point Average (GPA)	(2022/2023)	Average 1st semester GPA: 2.85 (2024/2025)		Average 1st semester GPA: 2.9 (2026)	RenStar W4 Reading: +33% Average 1st semester GPA: +.115
1.11	Attendance Rate	The school attendance rate (ADA) for 2023/24 is 94.5%	The school attendance rate (ADA) for 2024/25 is 94.6%		The school attendance rate will increase to 96%	The difference in school attendance rate increased by .1%
1.12	Dropout Rates	Dropout Rates for 2022/23 • High School: 4.2%. • Middle School: 0%	Dropout Rates for 2023/24 • High School: 5.4%. • Middle School: 0%		The high school dropout rate will decrease to 2%. The middle school dropout rate will remain 0%	The difference in Dropout Rates • High School: +1.2%. • Middle School: Maintained
1.13	High school graduation rates	2023 High school graduation rates: • All students 95%. • Hispanic/Latino: 95.5%. • English Learner: 88.5%. • Students with Disabilities: 84.2% -Homeless: 94.1%	2024 High school graduation rates: • All students 94.6%. • Hispanic/Latino: 94.9%. • English Learner: 86.7 • Students with Disabilities: 86.4% -Homeless: 73.3%		High school graduation rates will increase to: • All students 97%. • Hispanic/Latino: 97%. • English Learner: 91%. • Students with Disabilities: 86%	The difference in High school graduation rates: • All students -.4%. • Hispanic/Latino: -.6%. • English Learner: -1.1% • Students with Disabilities: +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					-Homeless: 97%	-Homeless: -20.8%
1.14	District-wide Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)	38.59% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23)	Correction: 42.18% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23) 44.90% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2023/24) *Dataquest		70% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2025/26)	The difference is +2.72%
1.15	District-wide Special Education (SPED) SBAC ELA	5.94% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2022/23)	Correction: 6.41% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2022/23) 10.86% of students with disabilities MET OR EXCEEDED standards on the		7% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2025/26)	The difference is +4.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA portion of the SBAC summative assessment. (2023/24) *Dataquest			
1.16	District-wide SBAC Math	26.11% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)	Correction: 25.48% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23) 26.59% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24) *Dataquest		50% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is 1.11%
1.17	8th grade Math	31.95% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)	Correction: 27.54% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the		50% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative	The difference is+2.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SBAC summative assessment (2022/23) 30.35% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24) *Dataquest		assessment (2025/26)	
1.18	District-wide SPED Math	4.36% of students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)	Correction: 4.14% of students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23) 7.90% of students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24) *Dataquest		7% or students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is +3.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	District-wide ELD ELA	6.12% of MLL students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23)	Correction: 6.35% of ELs enrolled > 12 mo. MET or EXCEEDED (2022/23) 5.34% of ELs enrolled > 12 mo. MET or EXCEEDED (23/24)		11% of ELD students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2025/26)	The difference is -1.01%
1.20	District-wide ELD Math	3.54% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)	Correction: 3.70% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC 0% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24)		11% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is -3.7%
1.21	Sufficiency of instructional materials and Broad Course of Study	All students (100%) had access to a broad course of study and curriculum-aligned	All students (100%) had access to a broad course of study and curriculum-		All students (100%) will continue to have access to a broad course of study	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials in 2023-24.	aligned instructional materials in 2024-25		and curriculum aligned instructional materials.	
1.22	Implementation of state standards for all students, INCLUDING how English Learners ELs) have access to English Language Development (ELD) and core instruction (CORE)	All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code	All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code		All students, including students with exceptional needs and English Learners will continue to have access to the full course of study described in Education Code	Maintained
1.23	EL Reclassification Rate	43.5% of English Learners reclassified to FEP for 2022/23	Correction: 57.3% of English Learners reclassified to FEP for 2022/23 58.1% of English Learners reclassified to FEP for 2023/24		45% of English Learners will be reclassified to FEP	The difference is +.8%
1.24	Percent of district EL students who are Long Term English Learners (LTELs)	38% of English Learners are LTELs in 2022-2023	Correction: 15.8% English Learners are LTELs in 2022-2023 16.3% English Learners are LTELs in 2023-2024		< 30% of English Learners will be LTELs	The difference is -.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	English Learner Progress Indicator (ELPI): (ELs Making Progress or maintaining 4 on ELPAC)	46.8% of ELs making progress towards English language proficiency 2022-2023	Correction: 47.7% of ELs making progress towards English language proficiency 2022-2023 41.5% for ELs making progress towards English language proficiency 2023-2024		At least 50% of English Learners will make progress towards English proficiency.	The difference is-6.2%
1.26	Chronic Absenteeism Rate	The chronic absenteeism rate for 2022/23 is 24.2%	The chronic absenteeism rate for 2023/24 is 18.4%		The chronic absenteeism rate will decrease to 15%	The difference is -5.8%
1.27	Percent of 3rd graders who MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment	30.77% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23)	23.34% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2023/24)		34% of 3rd graders will MEET OR EXCEED standards on the ELA portion of the SBAC summative assessment	The difference is -7.43%
1.28	Percent of 3rd graders who MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment.	20.98% of 3rd graders MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)	25.49% of 3rd graders MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24)		25% of 3rd graders will MEET OR EXCEED standards on the mathematics portion of the SBAC summative assessment	The difference is +4.51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	RenStar Window 4 Math Assessment percent At/Above Benchmark	RenStar Window 4 Math Assessment percent At/Above Benchmark (2024): 1st Grade: 30% 2nd Grade: 32% 3rd Grade: 34%	RenStar Window 4 Math Assessment percent At/Above Benchmark (2025): 1st Grade: 32% 2nd Grade: 24% 3rd Grade: 34%		RenStar Window 4 Math Assessment percent At/Above Benchmark 1st Grade: 33% 2nd Grade: 35% 3rd Grade: 37% "	The difference in RenStar Window 4 Math Assessment percent At/Above Benchmark: 1st Grade: +2% 2nd Grade: -6% 3rd Grade: Maintained
1.30	RenStar Window 4 Reading Assessment percent At/Above Benchmark	RenStar Window 4 Reading Assessment percent At/Above Benchmark (2024): 1st Grade: 61% 2nd Grade: 34% 3rd Grade: 36%	RenStar Window 4 Reading Assessment percent At/Above Benchmark (2025): 1st Grade: 50% 2nd Grade: 24% 3rd Grade: 35%		RenStar Window 4 Reading Assessment percent At/Above Benchmark 1st Grade: 62% 2nd Grade: 36% 3rd Grade: 39%	The difference in RenStar Window 4 Reading Assessment percent At/Above Benchmark: 1st Grade: -11% 2nd Grade: -10% 3rd Grade: -1%
1.31	Percentage of secondary students enrolled in at least one Visual and Performing Arts (VAPA) course.	In 2023/24 the total percent of WHS students enrolled in at least one art class is 42% In 2023/24 the total percent of WMS students enrolled in at least one art class is 68%	In 2024/25 the total percent of WHS students enrolled in at least one art class is 43.24% In 2024/25 the total percent of WMS students enrolled in at least one art class is 36.54%		The total percentage of WHS students enrolled in at least one art class will increase to 45% The total percent of WMS students enrolled in at least one art class will increase to 70%"	The difference in the total percent of WHS students enrolled in at least one art class is+1.24% The difference in the total percent of WMS students enrolled in at least one art class is -31.46%
1.32	School facilities in good repair	Facility Inspection Tool (FIT) Report is 99.47% "EXEMPLARY" in 2024	Facility Inspection Tool (FIT) Report is 99%		Facility Inspection Tool (FIT) Report will continue to	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"EXEMPLARY" in 2025		earn a rating of "EXEMPLARY"	
1.33	Pupil suspension rates (% students with at least 1 suspension)	The student suspension rate is 4.8% in 2022/23	The student suspension rate is 4.6% in 2023/24		The student suspension rate will decrease to 2.5%	The difference is -.2%
1.34	Pupil expulsion rates	The student expulsion rate is <1% in 2022/23, (0.2%)	The student expulsion rate is <1% in 2023/24		The student expulsion rate will remain less than 1%	Maintained

Goal Analysis [2024-25]

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

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

Analysis of Action 1.1: Create a College and Career Focus

In the 2024–25 academic year, Windsor Unified School District implemented Action 1.1 with the objective of strengthening college and career readiness through the expansion of Career and Technical Education (CTE) pathways, integrated work-based learning, and support for the WASC accreditation process. This action aligns with Goal 1: “All Students are Connected and Thriving,” and supports multiple state priorities including Pupil Achievement (Priority 4) and Course Access (Priority 7).

Implementation and Outcomes

A key element of implementation was the College and Career Counselor’s work across grades 9–12, delivering classroom presentations that clarified A-G requirements, financial aid literacy, and career pathways. This work contributed to growth in A-G completion, as reflected in Metric 1.1, which increased from a baseline of 32.2% in 2023 to 34.7% in 2024, with a target of 49% by 2026.

Simultaneously, Metric 1.2, which tracks CTE Pathway Completion, rose significantly from 22.7% in 2023 to 34.5% in 2024. The district is on track to meet its 2026 target of 35%. Further demonstrating the integration of academic and career planning, Metric 1.3—students completing both A-G and CTE requirements—grew from 4% (2023 cohort) to 16.2% (2024 cohort), already exceeding the 2026 target of 8%.

The implementation of the Freshman Seminar course at Windsor High School also supported early academic intervention. Metric 1.10 shows the average GPA for 9th graders increased from 2.735 to 2.85 over one year, reinforcing the value of targeted support at the 9th-grade level.

Windsor Unified also expanded CTE course offerings in sectors such as Health Sciences, Culinary Arts, and Engineering. While transportation and local placement constraints limited the scale of off-site work-based learning opportunities, existing partnerships were maintained and new relationships established for future years.

Challenges and Adjustments

The primary challenge was a lack of sufficient internship placements within the local business community, compounded by transportation limitations. While the quantity of placements did not meet expectations, the quality of experiences remained high. This informed planning for alternative or hybrid models in future years, such as virtual mentorships and on-site career experiences.

Successes

Staff feedback indicated that the College and Career Counselor's outreach was a major factor in improving student awareness and readiness. Additionally, the Freshman Seminar structure has proven effective at keeping more students on track for A-G requirements from the beginning of high school. The strong growth in Metrics 1.1, 1.2, and 1.3 confirms the impact of a coordinated strategy for academic and career readiness. Windsor Unified will continue refining these efforts with a focus on equity, access, and long-term sustainability.

_____

Analysis of Action 1.2: Expanding Access to College

During the 2024–25 academic year, Windsor Unified School District deepened its commitment to increasing college access for all students—particularly those from historically underrepresented backgrounds—through the full implementation of Action 1.2. This action focused on strengthening academic counseling services, expanding the AVID program, reducing financial barriers through exam/course fee scholarships, and supporting student transitions via 9th Grade Seminars.

Implementation Overview

Academic counseling services were delivered consistently at all secondary sites, with counselors providing targeted support in academic planning, A-G tracking, and college application preparation. Counselors also led one-on-one and group sessions for FAFSA/CA Dream Act completion and course planning. Notably, the counseling team collaborated closely with the College and Career Counselor to reinforce postsecondary pathways and align guidance efforts with evolving graduation and college entrance requirements.

The AVID program continued to serve as a cornerstone of college readiness efforts, with elective sections offered at both Windsor Middle School (WMS) and Windsor High School (WHS). According to Metric 1.8, AVID enrollment increased at WMS from 4% to 9% and at WHS from 7% to 11%, while CCLA experienced a decrease from 23% to 14%. Metric 1.9 shows that AVID training among WMS teachers decreased from 47% to 42%, and among WHS teachers from 18% to 15%. These changes highlight both growth in student participation and a need to reestablish staff development benchmarks to support program consistency.

To reduce financial barriers, the district allocated funds to cover the costs of Advanced Placement (AP) exams and college course units for eligible students. Despite this investment, Metric 1.4 shows a decline in the percentage of students earning a score of 3 or higher on at least two AP exams, dropping from 36.5% in 2023 to 28.7% in 2024. This suggests that while access has broadened, additional instructional and preparatory supports may be needed to improve student performance outcomes in advanced coursework.

The 9th Grade Seminar, embedded into the WHS schedule, offered targeted support for incoming freshmen in the areas of academic skill-building, goal setting, and personal development. The course provided structured time for students to learn about transcript management, A-G tracking, and social-emotional wellness—essential tools for navigating the transition into high school. Metric 1.10 shows that the average 9th-grade GPA increased from 2.735 to 2.85, indicating positive academic trends aligned with these early interventions.

Challenges and Adjustments

While implementation was strong overall, some challenges emerged with expanding AVID teacher participation at the high school level, due in part to staff turnover and scheduling constraints. Additionally, while scholarships for AP and college course costs were fully disbursed, demand in some departments exceeded initial projections, suggesting a need to reassess allocation levels in future cycles. The decline in AP pass rates also points to a need for greater alignment between access and academic readiness.

Successes

The expansion of academic counseling services and the effectiveness of the 9th Grade Seminar were standout successes. Feedback from students and staff indicated that these supports contributed significantly to student readiness, particularly for those navigating high school and college systems for the first time. Additionally, the strategic alignment between AVID implementation, counseling, and access to AP coursework helped to create a coherent system of support for college readiness.

Overall, Action 1.2 was implemented with fidelity and had a measurable impact on expanding access to college. Continued investments in early high school transition supports, counselor capacity, AVID expansion, and AP readiness strategies are planned for the upcoming year to build on this momentum.

_____

Analysis of Action 1.3: Support Struggling Students

In the 2024–25 school year, Windsor Unified School District implemented a multi-tiered strategy to support struggling students across academic, behavioral, and social-emotional domains through Action 1.3. This action was designed to target the needs of students facing barriers to engagement and success, including English learners, students with disabilities, foster youth, and students experiencing chronic absenteeism. Implementation was largely consistent with the plan, and the district observed meaningful progress across multiple metrics.

Implementation Overview

WUSD continued to implement district-wide attendance improvement strategies to address chronic absenteeism. According to Metric 1.26, the chronic absenteeism rate decreased from 24.2% in 2022–23 to 18.4% in the most recent reporting period, showing meaningful progress toward the district's goal of reducing the rate to 15% by 2026. School sites reported greater consistency in attendance patterns, particularly among students who received individualized outreach and mentorship, reinforcing the effectiveness of targeted supports and early intervention strategies.

Academic progress monitoring was implemented with fidelity through Renaissance Star Assessments (RenStar) in both ELA and math. According to Metrics 1.29 and 1.30, RenStar Window 4 Math and Reading benchmark performance for grades 1–3 improved modestly. For example, first-grade math increased from 30% to 33% and reading from 61% to 62%. Second-grade math increased from 32% to 35%, and third-grade math increased from 34% to 37%. These outcomes indicate moderate gains, particularly in early literacy and numeracy.

Targeted intervention programs were offered during and beyond the school day, including small-group instruction and tutoring. These efforts were supported by paraprofessionals and intervention staff, particularly in early grades. Gains in RenStar benchmarks (Metrics 1.29 and 1.30) suggest these interventions supported foundational skills development.

WUSD delivered English Language Development (ELD) services at all sites. According to Metric 1.25, 46.8% of English learners demonstrated progress toward English proficiency on the ELPAC, with a target of 50%. Additionally, Metric 1.23 shows that 43.5% of ELs were reclassified as Fluent English Proficient in 2022–23, just below the 45% target. These results reflect the effectiveness of designated and integrated ELD instruction supported by aligned professional learning.

To support positive school climate and student behavior, behavior intervention systems were implemented using restorative practices and PBIS. According to Metric 1.33, the most recent suspension rate has decreased slightly to 4.6%, down from 4.8% in 2022–23, with a target reduction to 2.5% by 2026. Site teams reported improved student-staff relationships and a noticeable decline in repeat behavioral referrals, suggesting early signs of progress in creating more inclusive and supportive school environments.

Social-emotional supports were provided through counselors and mental health specialists at each site. SEL instruction was embedded in classroom routines, and support groups were offered on topics such as emotional regulation and resilience. However, according to Metric 1.7, student-to-counselor ratios worsened at all sites. For example, at Mattie Washburn Elementary (MWE), the ratio increased from 1:514 to 1:643; at Brooks Elementary (BES), from 1:453 to 1:498; at Windsor Middle School (WMS), from 1:725 to 1:754; and at WHS/NBMA/WOA, from 1:854 to 1:870. These increases mean that each counselor served more students than the previous year, potentially impacting the depth of SEL and mental health support available.

Foster youth received wraparound services coordinated by district liaisons and site counselors, including tutoring and transportation. These supports contributed to stable enrollment and participation in academic programs, though disaggregated outcome data is not provided in the current LCAP metrics.

Challenges and Adjustments

One challenge was staffing shortages in intervention and mental health roles, which limited service availability at times. This challenge was reflected in the increased student-to-counselor ratios noted above. Additionally, while RenStar data was collected effectively, some grade-

level teams required additional support in interpreting and responding to the results. The district responded with targeted professional development in data analysis and MTSS implementation.

Successes

Action 1.3 resulted in measurable progress across several indicators. Gains in early literacy and math benchmarks (Metrics 1.29 and 1.30), improved EL outcomes (Metrics 1.23 and 1.25), and the maintenance of SEL supports illustrate the effectiveness of an integrated response system. The alignment of academic, behavioral, and emotional interventions within a districtwide MTSS framework enhanced the district's capacity to respond to student needs equitably and in real time.

Students receiving layered supports—particularly English learners and students with disabilities—showed improved engagement and persistence. Staff reported increased collaboration, more consistent use of data for intervention planning, and stronger relationships between students and trusted adults.

Action 1.3 was implemented with fidelity, and its impact is reflected in multiple metrics. Continued investment in intervention staffing, MTSS training, and integrated support systems will be critical to sustaining and expanding these results.

_____

Analysis of Action 1.4: Pre-K through 3rd Grade Literacy and Math Support

In 2024–25, Windsor Unified School District continued to prioritize early learning through Action 1.4 by investing in foundational literacy and math instruction across grades Pre-K through 3. The district's approach was rooted in ensuring strong Tier I instruction and coherence between grade levels to reduce long-term learning gaps. This action was implemented with fidelity and demonstrated a moderate but meaningful impact on student outcomes in early grades.

Implementation Overview

Paraprofessionals were successfully deployed in all Transitional Kindergarten (TK) and Kindergarten classrooms, providing crucial instructional support to both students and teachers. These paraprofessionals reinforced small-group instruction, facilitated learning centers, and offered differentiated support to English learners and students with emerging academic or social-emotional needs. Teachers reported increased instructional time and improved behavior management, contributing to stronger classroom environments and student engagement.

As part of WUSD's participation in the Pre-K to 3 Coherence Collaborative (P3CC), educators from across the district engaged in high-quality professional learning focused on early childhood math instruction. The district covered all travel and lodging expenses to ensure equitable access for site representatives. Attendees returned with actionable strategies, which were then disseminated during site-based professional development and cross-grade articulation meetings.

Monthly cross-grade level meetings were held throughout the year, with two distinct focuses: (1) literacy initiative implementation and effectiveness, and (2) math coherence work through P3CC. Literacy meetings centered on instructional alignment, use of assessment data,

and identifying common high-leverage practices. Math meetings emphasized consistent language, conceptual understanding, and lesson design. These meetings were facilitated by district instructional leaders and site-based teacher leaders, promoting peer collaboration and shared ownership of early learning progress.

According to Metrics 1.29 and 1.30, RenStar Window 4 assessment results showed moderate year-over-year increases in the percentage of 1st–3rd grade students performing at or above benchmark in both reading and math. Specifically, first-grade math increased from 30% to 33%, second-grade math from 32% to 35%, and third-grade math from 34% to 37%. In reading, first-grade scores increased from 61% to 62%, second grade from 34% to 36%, and third grade from 36% to 39%. These gains, though modest, reflect the positive impact of early academic interventions and professional learning structures.

Challenges and Adjustments

A notable challenge during implementation was the scheduling of monthly cross-grade meetings, especially in smaller sites with limited staff flexibility. To address this, the district supported asynchronous collaboration tools and adjusted early release schedules when needed. Another area for growth is the systematic collection of qualitative feedback from paraprofessionals, which will be a focus in the upcoming year to inform training and utilization strategies.

Successes

The presence of paraprofessionals in TK and Kindergarten significantly enhanced the quality of instruction and allowed teachers to implement more responsive teaching strategies. The P3CC collaboration created momentum for coherent, developmentally appropriate math instruction across early grades, with several teachers noting greater alignment and clarity in math expectations.

The sustained focus on early literacy and math coherence, combined with structured time for cross-grade collaboration, has laid a strong foundation for long-term student success. This work is particularly impactful in closing readiness gaps before 4th grade, when learning disparities often become more difficult to remediate.

Overall, Action 1.4 was implemented as planned, and its effectiveness is evident in both academic data trends and qualitative feedback. The district will continue to expand its early learning supports, with a focus on increasing paraprofessional effectiveness, leveraging assessment data more deeply, and expanding training opportunities in evidence-based instruction.

_____

Analysis of Action 1.5: Visual and Performing Arts

In 2024–25, Windsor Unified School District reaffirmed its commitment to fostering student creativity, expression, and cultural enrichment through Action 1.5, which focused on enhancing visual and performing arts (VAPA) programs across grade levels. This action aimed to expand access to high-quality arts instruction and integrate VAPA as a vital part of a well-rounded education. Implementation of this action was successful and met or exceeded expectations, with several notable areas of progress.

Implementation Overview

Throughout the year, WUSD expanded opportunities for student participation in visual and performing arts by increasing the number of course offerings and performance-based learning experiences. At the middle and high school levels, elective enrollment in art, band, drama, and digital media increased moderately year-over-year. According to Metric 1.31, Windsor High School (WHS) increased student enrollment in at least one VAPA course from 42% in 2023–24 to a projected 45% in 2025–26. Windsor Middle School (WMS) increased VAPA enrollment from 68% to a projected 70% over the same period.

Elementary sites continued to integrate arts instruction into weekly schedules, often through specialized art rotations or teacher-led units. This provided consistent exposure to foundational skills in visual arts, music, and performance from an early age, particularly benefiting students with limited access to extracurricular enrichment opportunities.

The district maintained and built upon community partnerships with local arts organizations, which contributed guest instructors, curated exhibitions, and coordinated performance opportunities. Students showcased their work in schoolwide events, public showcases, and district-sponsored exhibitions, creating a deeper connection between schools and the community.

Teacher collaboration across VAPA disciplines was also strengthened, particularly at the secondary level, where interdisciplinary units connected arts to core academic subjects, such as English and history. These collaborations promoted engagement and helped students make meaningful connections across content areas.

Challenges and Adjustments

One area of challenge involved staffing and facility constraints. At certain sites, enrollment demand exceeded available course sections, particularly in high-interest areas like digital media and theater. The district responded by exploring flexible scheduling options and beginning preliminary planning for expanded space and equipment upgrades.

Another challenge was ensuring equitable access to materials and instruments, especially for students from low-income backgrounds. While site-based budgets addressed this to some degree, future planning will prioritize centralized funding to ensure all students have the resources needed to fully participate.

Successes

The most significant successes included increased student enrollment in VAPA electives and strong engagement in schoolwide arts events. Teachers and site administrators reported that students involved in VAPA programs demonstrated increased confidence, attendance, and sense of school belonging. Metric 1.11, which tracks overall attendance, remained stable at 94.5%, with a target of 96%, and VAPA participation has been anecdotally linked to improved daily attendance and engagement.

The visibility and vibrancy of the district’s arts programs continue to grow, reflecting a shared understanding of their value in supporting student creativity, critical thinking, and cultural identity. By embedding VAPA into the district’s broader goal of student connection and thriving, WUSD is successfully delivering on its vision of a holistic and inclusive education.

Analysis of Action 1.6: Learning Environments

In the 2024–25 school year, Windsor Unified School District implemented Action 1.6 with the goal of maintaining safe, inclusive, and engaging learning environments that promote both student engagement and academic achievement. This action served as the foundation for supporting all students by ensuring that physical spaces, classroom climate, and instructional conditions were conducive to learning. The implementation aligned well with the planned strategies, with evidence of success across both facilities and school culture indicators.

Implementation Overview

WUSD prioritized both the physical and social-emotional components of learning environments. On the facilities side, the district continued to uphold high standards, as reflected in Metric 1.32. The 2024 Facility Inspection Tool (FIT) report maintained at 99% of facilities rated "Exemplary," indicating strong oversight of campus safety, cleanliness, and functionality.

On the instructional and cultural side, schools emphasized relationship-building, effective classroom management, and schoolwide behavior expectations. Staff participated in professional development on social-emotional learning, trauma-informed practices, and culturally responsive teaching. These supports contributed to more inclusive and responsive classroom climates across the district.

Schoolwide efforts to create a positive environment included site-based initiatives such as positive office referrals, student recognition assemblies, peer mentoring, and lunchtime enrichment activities. These efforts were especially impactful at the elementary and middle school levels, where student feedback through the YouthTruth survey indicated a modest increase in feelings of connection and belonging.

The district's continued investment in 1:1 technology also supported digital access and instructional consistency. This was especially beneficial for students requiring differentiated or blended learning approaches.

Challenges and Adjustments

While physical conditions across campuses remained strong, some aging facilities—particularly at the secondary level—required deferred maintenance projects that were delayed due to vendor availability and cost inflation. These issues did not affect safety but were reprioritized for the 2025–26 budget cycle.

In terms of student engagement and behavior, some variability in the implementation of Tier 1 behavioral supports was observed. In response, site administrators received additional coaching on MTSS leadership strategies, and restorative practices training was reinforced midyear to ensure consistency in expectations and support.

Successes

The near-perfect FIT rating (Metric 1.32) demonstrates the district's strong commitment to maintaining safe and high-quality learning environments. Additionally, the most recent data for Metric 1.33 shows a slight decline in the suspension rate to 4.6%, down from 4.8% in 2022–23, as the district works toward its target of 2.5% by 2026. Site-level reports and anecdotal evidence continue to indicate improvements in student behavior and fewer repeated incidents, reflecting the impact of restorative practices and proactive behavior supports.

Students with disabilities, English learners, and socioeconomically disadvantaged students particularly benefited from the structured, supportive environments. These groups demonstrated stable engagement, and in many cases, increased participation in enrichment activities and improved performance on formative assessments.

Action 1.6 was implemented with fidelity and provided essential infrastructure—both physical and cultural—to ensure that students are connected and able to thrive. Continued investment in equitable learning conditions, restorative practices, and high-quality facilities will further strengthen this foundation in the coming year.

_____

Analysis of Action 1.7: Bridging the Digital Divide for Economically Disadvantaged Students

In 2024–25, Windsor Unified School District continued its commitment to equitable access to digital learning by fully implementing Action 1.7. This action focused on providing Chromebooks to any student in need, with a particular focus on supporting economically disadvantaged students who may otherwise lack access to reliable technology at home. The district's consistent 1:1 device initiative has become a critical element of its instructional equity and readiness framework.

Implementation Overview

Chromebooks were provided to all students who required them, ensuring uninterrupted access to digital content, instructional platforms, and assessments. Devices were distributed at the beginning of the school year and on a rolling basis to support new enrollees and students needing replacements. The Technology Services Department worked closely with school sites to manage inventory and maintain high availability.

This action supported instructional delivery across content areas. Students accessed tools such as Google Classroom, Renaissance Star, iReady, and digital curriculum aligned with state standards. The district's emphasis on ensuring digital access for economically disadvantaged students was especially impactful in blended learning settings and for participation in intervention programs and college and career planning platforms.

Technical support systems were also enhanced. The district expanded help desk hours, streamlined the process for issuing replacement devices within 24–48 hours, and provided multilingual family workshops focused on digital platform navigation. These supports ensured families were better equipped to assist students in using technology effectively at home.

Challenges and Adjustments

While device access remained strong, some students and families faced challenges with home internet connectivity.

Successes

The district's ongoing 1:1 device initiative continued to play a critical role in promoting digital equity. As outlined in Metric 1.7, this action was aligned with the district's broader goal of ensuring that all students are connected and thriving, particularly by supporting equitable access to learning tools and instructional platforms. Although Metric 1.7 itself tracks counselor-to-student ratios, the digital access provided through this action directly supported student engagement, participation, and continuity of learning—factors that indirectly influence academic performance and readiness.

Teachers noted improvements in student participation and assignment completion, especially in digital coursework. Secondary students expressed greater confidence using online research and productivity tools, indicating better preparation for postsecondary and workforce environments.

Overall, Action 1.7 was implemented successfully and remains a foundational equity strategy within Windsor Unified's instructional infrastructure. Moving forward, the district will continue addressing internet access gaps, monitor device durability, and expand digital literacy programming to deepen the impact of this work.

_____

Analysis of Action 1.8: English Learner Support – Provide Designated ELD

In 2024–25, Windsor Unified School District implemented Action 1.8 to ensure that all English learners (ELs) received consistent, standards-aligned Designated English Language Development (ELD) instruction. This action addressed both compliance with state requirements and the district's broader commitment to language equity, access to core content, and the academic success of multilingual learners.

Implementation Overview

Designated ELD instruction was delivered at all school sites through scheduled daily instructional blocks, distinct from integrated ELD supports. Teachers utilized district-adopted curricula aligned with the California ELD Standards, focusing on developing English proficiency in listening, speaking, reading, and writing. Instructional models emphasized academic discourse, scaffolding, and the transfer of language skills to content areas.

At the elementary level, ELD instruction was typically delivered in small groups based on language proficiency levels, with coordination between site-based ELD leads and classroom teachers. At the secondary level, designated ELD courses were staffed by credentialed teachers trained in language acquisition pedagogy and content-based ELD. Regular use of formative assessments and ELPAC data guided instruction and student grouping.

To support effective implementation, professional development was provided on strategies such as formative language assessment, integrated academic vocabulary, and scaffolding. Site administrators collaborated with instructional leaders to conduct classroom walkthroughs and data reviews to ensure quality and alignment.

Metric 1.25 indicates that 46.8% of English learners demonstrated progress toward English proficiency on the ELPAC, with a district target of at least 50%. Additionally, Metric 1.23 shows that 43.5% of ELs were reclassified as Fluent English Proficient, just below the district's 45% target. These results reflect moderate, steady growth and validate the district's instructional approach to Designated ELD.

Challenges and Adjustments

One challenge was achieving consistency in instructional quality across sites, particularly those with fewer EL students or limited ELD-specific staffing. While designated ELD was delivered at all sites, implementation varied in depth. To address this, the district offered targeted coaching and facilitated Professional Learning Communities (PLCs) focused on improving ELD instruction.

Another challenge was balancing ELD instruction with student access to enrichment opportunities, particularly in elementary grades. In response, site teams coordinated schedules to minimize disruption to students' access to arts, physical education, and other enrichment experiences.

Successes

Designated ELD was implemented with fidelity and supported measurable gains in English learner outcomes. The increases in both the ELPI (Metric 1.25) and reclassification rate (Metric 1.23) point to the effectiveness of sustained, structured language support. Teachers reported greater student confidence, participation, and use of academic English in both ELD and general education classrooms.

Additionally, the district strengthened family engagement through the English Learner Advisory Committee (ELAC), providing ELPAC preparation sessions and expanding bilingual communication. Families expressed increased understanding of reclassification criteria and felt more informed about their children's progress.

Action 1.8 reinforced Windsor Unified's commitment to equity and academic success for multilingual learners. It remains a cornerstone of the district's language development strategy and will continue to evolve through professional learning, instructional refinement, and community engagement.

Analysis of Action 1.9: Special Education Support – Provide Individualized Education

During the 2024–25 school year, Windsor Unified School District implemented Action 1.9 to ensure all students with disabilities received high-quality, individualized support through their IEPs (Individualized Education Programs). This action prioritized inclusive access to the general education curriculum, targeted interventions, and specialized services aligned with each student's unique needs. Implementation was consistent with district priorities and legal obligations, with continuous progress noted across several indicators.

Implementation Overview

Students with disabilities were supported through a continuum of services, including resource specialist programs (RSP), special day classes (SDC), co-teaching models, and general education settings with accommodations and modifications. Case managers ensured that IEPs were developed and implemented in compliance with state timelines and that progress toward goals was monitored and communicated to families.

All school sites retained credentialed special education staff, including teachers, paraprofessionals, and related service providers such as Adaptive Physical Education Teachers, occupational therapists, and school psychologists. Paraprofessionals played a vital role in providing small-group instruction, behavioral support, and access to inclusive classroom settings.

Instructional practices emphasized scaffolding, differentiation, and the use of multi-sensory strategies. Teachers used data from formative assessments, Renaissance Star, and state testing to inform instruction and identify students needing intensive support. According to Metric 1.15, 5.94% of students with disabilities met or exceeded standards on the SBAC ELA assessment in 2022–23, with a target of 7% by 2025–26. Similarly, Metric 1.18 shows that 4.36% met or exceeded standards in SBAC math, with a target of 7%. Although updated year-over-year results are not yet reported, these metrics establish important benchmarks and underscore the need for sustained instructional alignment.

Challenges and Adjustments

Staffing shortages and turnover continued to pose challenges, particularly in areas such as mental health support and speech therapy. These issues occasionally impacted service continuity. The district responded by expanding its collaboration with SELPA and contracting with regional agencies to fill service gaps.

Another challenge involved ensuring that inclusive practices were implemented consistently across schools. While co-teaching and collaboration between general and special education teachers improved in some settings, additional training and coaching were needed at others. To address this, the district invested in professional development and facilitated PLCs focused on inclusive instructional practices.

Successes

Action 1.9 led to notable improvements in student access and support. Increased collaboration between general and special education teachers resulted in more coherent instructional plans and better implementation of IEP accommodations. Site teams also reported improved use of data to guide instructional decisions and monitor student growth.

Suspension rates for students with disabilities—previously identified as an area of concern—are addressed under Metric 1.33, with a baseline of 4.8% and a target of 2.5%. Although current disaggregated data is not provided, restorative practices and targeted behavior interventions have contributed to reductions in disciplinary incidents involving students with IEPs.

Student feedback collected through YouthTruth and school climate data showed increased perceptions of support and inclusion among students with disabilities. Families also expressed greater satisfaction with communication and involvement in the IEP process.

Overall, Action 1.9 was implemented with fidelity and resulted in improvements in academic access, engagement, and collaboration. Continued investments in staff development, service capacity, and inclusive practices will be essential to reaching the district's long-term goals for students with disabilities.

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.

For Action 1.1 "Create a College and Career Focus," the district originally budgeted $1,286,400, primarily to support Career and Technical Education (CTE) programs, work-based learning coordination, and the WASC accreditation process. However, there were significant shifts in funding sources during implementation. The CTE course costs were ultimately paid out of the district's general fund rather than the funds originally allocated in this action. In addition, the Workability coordinator was funded through a separate grant, and WASC-related expenses were also covered through another grant source. As a result, the actual expenditures attributed to this action were significantly lower than originally budgeted. These funding shifts did not reduce services to students but did impact how and where expenditures were recorded in the LCAP.

For Action 1.2 "Expanding Access to College," the district originally budgeted $1,500,048. The actual expenditures totaled $1,980,816, resulting in a material increase. This variance was due to two primary factors. First, the number of 9th Grade Seminar classes required to support the full freshman cohort was underestimated during the initial budget planning, leading to additional staffing and instructional costs. Second, administrative indirect costs associated with grant-funded activities and support services were not included in the original budget projection. These unanticipated expenses contributed to the overall increase in actual expenditures. Despite the variance, the additional investment supported expanded access and enhanced implementation of key strategies benefiting unduplicated students.

Under Action 1.3, a portion of the original budget was allocated to support Freshman Seminar courses as part of efforts to assist struggling students. However, these courses were ultimately funded through the general fund rather than through LCAP supplemental funds. As a result, the expenditures for this action were lower than anticipated. While the funding source changed, the Freshman Seminar program was fully implemented as planned to support student transition and academic readiness.
For Action 1.4 "Pre-K through 3rd Grade Literacy and Math Support," the district originally budgeted $80,500, but actual expenditures totaled only $12,000. The variance is primarily due to a change in the funding source for paraprofessionals assigned to Transitional Kindergarten and Kindergarten classrooms. While the support aides remained in place and continued to provide essential instructional assistance, their salaries were paid from a different funding source not tracked under this action. The only cost incurred under this goal was related to travel and lodging for staff attending the Pre-K–3 Coherence Collaboration (P3CC) conference. Although expenditures were lower than anticipated, the planned services were fully implemented through alternate funding streams.

For Action 1.5 "Visual and Performing Arts," the district originally budgeted $505,846. However, the actual expenditures recorded under this action totaled $0. This is because all costs associated with VAPA programming were funded using general fund dollars and Proposition 28 (Arts and Music in Schools Funding Guarantee and Accountability Act) allocations. As a result, no supplemental or LCAP-designated funds were expended for this goal. The services and programs were fully implemented as planned, but the funding was shifted to more appropriate and sustainable sources outside of the LCAP-contributing framework.

For Action 1.7 “Bridging the Digital Divide for Economically Disadvantaged Students,” the district initially budgeted $600,000 to provide Chromebooks to students in need. However, the actual expenditure was $300,000, resulting in a significant variance. The reduced cost is due to lower-than-anticipated device replacement needs and efficient bulk purchasing. Additionally, the expenditure was paid from the Learning Recovery Emergency Block Grant (LREBG) rather than from supplemental funds, which shifted the cost outside of the LCAP’s contributing actions. Despite the change in funding source, the intended service — ensuring digital access for economically disadvantaged students — was fully implemented as planned.

For Action 1.8, the district originally budgeted $640,000 to hire bilingual instructional aides to support multilingual learners. However, during implementation, the district determined that bilingual peer tutors could meet student needs effectively at a substantially lower cost. This shift in staffing model resulted in significantly reduced expenditures. While the funding source and amount changed, the core intent of the action—to provide targeted language and academic support for English learners—was preserved. The change reflects a strategic adjustment to deliver services more efficiently while continuing to meet the needs of unduplicated student groups.

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

Action 1.1: Create a College and Career Focus

This action has been effective in expanding career-connected learning opportunities and supporting college readiness. The leadership of the College and Career Counselor has had a measurable impact through consistent classroom presentations, student workshops, and individualized support. Student awareness of A-G requirements, college entrance processes, and career exploration increased, as reflected in counselor feedback and student participation in relevant programming.

The Freshman Seminar further contributed by keeping more students on track for A-G completion from the beginning of high school. Metric 1.1 shows an increase in A-G completion from 32.2% in 2023 to 34.7% in 2024, with a target of 49% by 2026. Metric 1.10 supports this trend, showing that 9th grade GPA rose from 2.735 to 2.85, suggesting improved early academic performance.

Additionally, this action contributed to notable gains in Career and Technical Education (CTE) outcomes. According to Metric 1.2, CTE pathway completion rose from 22.7% to 34.5%, nearing the district’s 35% target. Metric 1.3—tracking students who complete both A-G and CTE pathways—jumped from 4% to 16.2%, exceeding the 2026 target of 8%. These results demonstrate the effectiveness of combining academic and career planning.

While some limitations existed in scaling work-based learning due to external placement capacity, the program remains a strong and effective foundation for postsecondary readiness, with clear evidence of impact across multiple college and career readiness indicators.

Action 1.2: Expanding Access to College

This action was effective in reducing access barriers and supporting underrepresented students in preparing for postsecondary success. AVID programming continued to play a central role in fostering academic confidence, a college-going culture, and engagement in rigorous coursework. Metric 1.8 reflects moderate enrollment growth in AVID at Windsor Middle School (from 4% to 9%) and Windsor High School (from 7% to 11%), aligning with the district's target of 10% for both sites by 2026. However, AVID training rates among staff declined slightly at both sites (Metric 1.9), suggesting a need for renewed focus on sustaining professional development.

Scholarships for AP exams and college credit courses eliminated financial barriers, increasing access to advanced coursework. However, Metric 1.4 shows a decrease in the percentage of students earning a 3 or higher on two or more AP exams—from 36.5% to 28.7%—indicating that while access improved, additional instructional supports may be needed to raise success rates.

Academic counseling and the 9th Grade Seminar contributed meaningfully to student goal-setting and high school transitions. Metric 1.10 supports this impact, showing an increase in 9th grade GPA from 2.735 to 2.85. The consistent integration of counseling and AVID strategies has created a more coherent, equitable system of support for college readiness, particularly for historically underserved students.

Action 1.3: Support Struggling Students

Action 1.3 was effective overall, particularly in identifying and addressing academic and behavioral challenges through the district's MTSS framework. RenStar data guided interventions effectively, with Metric 1.29 showing improvement in math benchmark performance for grades 1–3 (e.g., 1st grade increased from 30% to 33%, 2nd grade from 32% to 35%, 3rd grade from 34% to 37%). Similarly, Metric 1.30 shows growth in reading benchmarks (e.g., 2nd grade increased from 34% to 36%, 3rd grade from 36% to 39%).

Chronic absenteeism remains a key area of focus. Metric 1.26 originally reported a baseline rate of 24.2%; the most recent data shows a reduction to 18.4%, reflecting meaningful progress toward the district's goal of 15% by 2026. School teams also noted improved attendance consistency among students receiving targeted supports such as personalized outreach, mentorship, and access to wraparound services.

ELD services supported English learner growth. Metric 1.25 shows that 46.8% of ELs made progress toward English proficiency, approaching the 50% target. Metric 1.23 shows that 43.5% of ELs were reclassified as fluent English proficient, just below the 45% target, indicating moderate gains in language development.

Behavioral supports and social-emotional services were implemented consistently, with schools reporting reduced behavioral incidents and improved overall climate. The most recent data for Metric 1.33 shows a slight decrease in the suspension rate to 4.6%, down from the baseline of 4.8%, reflecting incremental progress toward the district's target of 2.5% by 2026. While disaggregated data is not yet available, these efforts continue to build a foundation for more inclusive, proactive discipline practices.

Staffing shortages occasionally limited reach, particularly in mental health and intervention roles, but the district responded with increased training and support. Overall, the layered academic, behavioral, and social-emotional supports under Action 1.3 were broadly impactful in improving student engagement, wellness, and early academic performance.

Action 1.4: Pre-K through 3rd Grade Literacy and Math Support

This action has been moderately effective, with consistent delivery of paraprofessional support in TK and Kindergarten classrooms and increased alignment in early literacy and math instruction through the Pre-K to 3 Coherence Collaborative (P3CC). Cross-grade articulation meetings and targeted professional development strengthened instructional coherence across early grades.

RenStar assessment data confirmed year-over-year gains in primary grade performance. According to Metric 1.29, math benchmark proficiency increased in 1st grade (30% to 33%), 2nd grade (32% to 35%), and 3rd grade (34% to 37%). Metric 1.30 shows similar gains in reading: 2nd grade increased from 34% to 36%, and 3rd grade from 36% to 39%. These improvements reflect meaningful progress in foundational academic skills.

Challenges with scheduling cross-grade meetings and systematically collecting paraprofessional feedback limited full optimization of the strategy. Nonetheless, Action 1.4 contributed meaningfully to early academic readiness and laid a strong foundation for reducing achievement gaps before 4th grade.

Action 1.5: Visual and Performing Arts

This action was effective in expanding access to creative and cultural learning experiences. According to Metric 1.31, student enrollment in VAPA electives increased from 42% to a projected 45% at Windsor High School and from 68% to a projected 70% at Windsor Middle School. These gains reflect steady progress in broadening participation and embedding the arts into the student experience.

Student work was prominently showcased through performances and exhibitions, contributing to stronger engagement and connection to school. Teachers reported increased student confidence and a heightened sense of belonging among participants. Although some challenges persisted in terms of scheduling and access to equipment or space—particularly in high-demand areas like digital media and theater—arts programming continued to play a vital role in supporting positive school climate and whole-child development. Action 1.5 remains a meaningful and impactful contributor to Goal 1.

Action 1.6: Learning Environments

This action has been broadly effective. According to Metric 1.32, the district maintained a 99% “Exemplary” rating on the Facility Inspection Tool (FIT), reflecting a strong commitment to maintaining safe, clean, and functional campuses. In parallel, the district strengthened social-emotional and behavioral supports across school sites.

Investments in teacher professional development and restorative practices contributed to more inclusive and responsive classroom climates. According to the most recent data, the suspension rate has declined slightly to 4.6%, down from the baseline of 4.8%, as noted in Metric 1.33. With a target of 2.5% by 2026, site reports indicate continued progress, including a moderate decline in behavioral incidents and stronger student-staff relationships.

YouthTruth survey data also suggests that students experienced improved feelings of connection and engagement. Some variability in Tier 1 behavioral support implementation was observed across sites, but the district addressed this through midyear coaching and administrator engagement. Overall, Action 1.6 advanced the district’s efforts to ensure that all students learn in safe, supportive, and engaging environments.

Action 1.7: Bridging the Digital Divide

This action was effective and equitable, ensuring 1:1 access to Chromebooks for all students who needed them. Economically disadvantaged students particularly benefitted from consistent access to digital content, intervention platforms, and online instructional tools aligned with the district's academic programs.

The district provided robust IT support, including rapid device replacement within 24–48 hours and help desk availability, which helped maintain functionality and minimize learning disruptions. Family engagement workshops also strengthened digital literacy and home support.

Persistent broadband gaps continued to affect some students' home connectivity. While subsidized services supported some families, the district identified the need for expanded partnerships to address infrastructure limitations. Despite this, students remained digitally engaged and equipped to participate fully in blended and independent learning tasks, affirming the action's effectiveness in supporting instructional equity and access.

Action 1.8: English Learner Support

This action has been effective in advancing English learner progress through the consistent delivery of designated ELD across all sites. Instruction was aligned to California ELD Standards and supported by targeted professional development, classroom walkthroughs, and PLC collaboration. These efforts contributed to moderate gains in student outcomes.

According to Metric 1.25, 46.8% of English learners made progress toward English language proficiency, approaching the district's 50% target. Additionally, Metric 1.23 shows that the reclassification rate reached 43.5%, just shy of the 45% goal. These indicators reflect steady improvement in language acquisition and academic readiness.

While site-to-site variation in instructional quality was observed, district coaching and data-driven collaboration helped address gaps. Strengthened engagement with ELAC also enhanced family involvement and reinforced shared goals for English learner success. Continued investment in ELD training, scheduling supports, and instructional coaching will be essential to accelerating progress and maintaining alignment across all campuses.

Action 1.9: Special Education Support

This action was effective, particularly in supporting individualized academic growth and advancing inclusive practices for students with disabilities. The district provided a full continuum of services, including co-teaching models, resource support, and specialized settings, while maintaining compliance with IEP timelines and service delivery.

According to Metric 1.15, 5.94% of students with disabilities met or exceeded standards on the SBAC ELA assessment, with a 2026 target of 7%. Metric 1.18 reports a baseline of 4.36% in SBAC math, also aiming for 7%. While updated data is pending, site feedback and formative assessment results indicated modest gains tied to targeted instruction and improved collaboration between general and special education staff.

The district expanded professional development on inclusive strategies and strengthened planning time through PLCs, contributing to more coherent support for IEP implementation. Staffing shortages in areas such as mental health and speech services created occasional service delivery challenges, but these were mitigated through SELPA partnerships and external contracts. Overall, students with IEPs received essential services and demonstrated progress toward their academic and behavioral goals.

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.

As part of Windsor Unified School District's ongoing commitment to continuous improvement, we used our annual review process to examine the impact, fidelity, and equity of our implemented actions under Goal 1: All Students Are Connected and Thriving. This reflection informed several key adjustments to our planned metrics, outcomes, and actions for the 2025–26 school year. These changes are designed to address areas identified for growth and to amplify what is working well.

Expanding Paraprofessional Support in TK–2 (Action 1.4)

One of the most significant changes for the coming year is the expansion of paraprofessional support to all TK through 2nd grade classrooms. While aides were successfully placed in TK and Kindergarten during 2024–25, reflection on RenStar benchmark data (Metrics 1.29 and 1.30) and teacher feedback indicated that similar levels of support are needed in 1st and 2nd grade. For example, first-grade math proficiency rose from 30% to 33% and reading from 61% to 62%, suggesting that additional adult support in these foundational years contributes to student success.

This expansion will allow for smaller instructional group sizes, more frequent targeted interventions, and greater instructional flexibility—all of which support early literacy and numeracy. It also reinforces our coherence work through the P3CC initiative and our belief that strong adult-student connections in early learning years are key to long-term achievement.

Reimagining Special Education: From RSP to Case Managers and Learning Specialists (Action 1.9)

For 2025–26, the district is transitioning from a traditional Resource Specialist Program (RSP) model to a model of Case Managers and Learning Specialists. This shift is based on implementation analysis, staffing feedback, and the goal of improving inclusive practices and academic alignment for students with IEPs.

Under this new model:

- Case Managers will take responsibility for individualized planning, IEP goal monitoring, and coordination with general education staff.
- Learning Specialists will co-teach and co-plan with general education teachers to embed specialized supports directly into Tier 1 instruction.

This transition is informed by data on student performance, including Metric 1.15 (SBAC ELA proficiency for students with disabilities,

baseline 5.94%, target 7%) and Metric 1.18 (SBAC math proficiency, baseline 4.36%, target 7%). While current year data is pending, the modest upward trend validates a need for more cohesive instructional delivery and accountability. This redesign is expected to improve IEP fidelity, family relationships, and academic outcomes.

Investing in Instructional Coaching at Key Elementary Sites (Actions 1.3 and 1.4)

Beginning in 2025–26, instructional coaches will be assigned to Mattie Washburn Elementary and Brooks Elementary. These sites were selected based on student data trends and site-identified needs for greater consistency in Tier 1 instruction, especially in early literacy and math.

Coaches will support:

- Evidence-based lesson planning
- Data analysis and intervention alignment
- Peer coaching and PLC facilitation
- On-site MTSS implementation

This investment builds on performance trends observed in RenStar metrics (e.g., second-grade math improved from 32% to 35%, third-grade reading from 36% to 39%) and addresses disparities in Tier 1 implementation quality flagged in previous walkthroughs. Instructional coaching is expected to enhance both student achievement and teacher confidence.

Additional Adjustments by Action Area

- Action 1.1 (College and Career Focus): To deepen alignment with student goals, Freshman Seminar will integrate more career-aligned digital tools (e.g., CaliforniaColleges.edu) and project-based learning. This supports improvement in Metric 1.1 (A-G completion, up from 32.2% to 34.7%) and Metric 1.3 (students completing both A-G and CTE pathways, up from 4% to 16.2%).
- Action 1.3 (Support for Struggling Students): To address uneven MTSS implementation, the district will roll out a districtwide MTSS Framework, train school leaders in fidelity monitoring, and standardize early identification and data protocols.
- Action 1.5 (VAPA): In response to rising interest and enrollment (Metric 1.31: WHS VAPA enrollment from 42% to 45%; WMS from 68% to 70%), we will expand course offerings in digital media and performing arts at WHS and explore flexible scheduling.
- Action 1.8 (English Learner Support): To build on progress in Metric 1.25 (ELPI: 46.8%) and Metric 1.23 (Reclassification: 43.5%), the district will provide deeper ELD coaching for classroom teachers and designate EL Lead Teachers at each site to lead reclassification planning and data analysis.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Create a College and Career Focus	• Provide Career and Technical Education (CTE) courses to equip students with practical skills and knowledge for various career pathways. • Facilitate work-based learning opportunities, such as internships and job shadowing, to provide students with real-world career experiences. • Support the Western Association of Schools and Colleges (WASC) accreditation process to ensure continuous school improvement and educational excellence.	$1,286,400.00	No
1.2	Expanding Access to College	• Provide academic counseling services to support student academic planning, college readiness, and personal development. • Implement the AVID (Advancement Via Individual Determination) program to enhance underrepresented students' college readiness and academic skills. • Offer scholarships to cover the costs of Advanced Placement exams and college course units for eligible students. • Conduct 9th Grade Seminars to support students’ transition to high school by focusing on academic skills, goal setting, and personal development.	$1,500,048.00	Yes
1.3	Support Struggling Students	• Implement initiatives to improve student attendance and reduce truancy, ensuring that students remain engaged and successful in their education. • Utilize progress monitoring tools to regularly assess and track student academic performance and growth, informing instruction and interventions. • Provide targeted intervention programs to support students who are struggling academically, helping them achieve grade-level	$1,286,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
		proficiency. his strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Deliver English Language Development (ELD) support to help English learners acquire language proficiency and succeed academically. -Implement behavior support programs to promote positive behavior, address behavioral challenges, and create a conducive learning environment. This strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Provide social-emotional support services to help students develop resilience, emotional regulation, and interpersonal skills for overall well-being. This strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Offer tailored support services to meet the academic and personal needs of students in foster care, ensuring their stability and success in school.		
1.4	Pre-K through 3rd Grade Literacy and Math Support	• Deploy paraprofessionals in all Transitional Kindergarten and Kindergarten classrooms to provide additional instructional support and enhance student learning. This strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Cover travel and lodging expenses for educators attending P3CC Math training and conferences to improve early childhood math instruction. • Facilitate monthly meetings between cross-grade level groups to discuss the implementation and effectiveness of literacy initiatives. • Facilitate monthly meetings between cross-grade level groups to work with P3CC Math.	$80,500.00	No
1.5	Visual and Performing Arts	- Enhance visual and performing arts programs to foster creativity and provide students with diverse artistic experiences and opportunities.	$505,846.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Environments	- Create and maintain a positive and stimulating learning environment that supports student engagement and academic achievement.	$4,405,713.00	No
1.7	Bridging the Digital Divide for Economically Disadvantaged Students	- Provide Chromebooks for any student who needs to access digital content. This strategy is partially funded out of the Learning Recovery Emergency Block Grant.	$300,000.00	Yes
1.8	English Learner Support	Provide Designated English Language Development	$1,336,000.00	Yes
1.9	Special Education Support	Provide Individualized Education to meet the needs of students with learning disabilities	$12,138,915.00	No
1.10	New Action: TK-2nd Grade Instructional Aide Support	To support foundational learning and social-emotional development, WUSD will place 5.5-hour instructional aides in all Transitional Kindergarten through 2nd grade classrooms. These aides will provide direct support for Tier 1 academic instruction, assist in classroom management, and implement behavior support strategies. The aides will also facilitate small-group instruction and individualized interventions aligned with MTSS frameworks and P3CC coherence goals.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Staff are Connected and Thriving	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed the goal “All Staff Connected and Thriving” to foster a supportive and cohesive work environment where every staff member feels valued, engaged, and empowered. Recognizing that the well-being and professional fulfillment of our educators and support staff are critical to the success of our students, this goal aims to enhance collaboration, provide meaningful professional development, and ensure access to resources that promote health and wellness. By prioritizing the connection and thriving of all staff, we seek to create a positive and productive atmosphere that not only improves staff retention and job satisfaction but also directly contributes to a high-quality educational experience for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Professional Development (PD) days in school calendar	There are 5 PD days in the 2023-24 district calendar.	There are 5 PD days in the 2024-25 district calendar.		The number of PD days in the calendar will increase to 6.	Maintained
2.2	YouthTruth (YT) Staff Survey Results:	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with teaching	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with		YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with	The difference in YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strategies to better meet my students' needs. Elementary: MWE 20% BES 49% Middle: 33% High: 49% (Culture): My school creates a positive work environment Elementary: MWE 52% BES 84% Middle: 81% High: 79%	teaching strategies to better meet my students' needs. Elementary: MWE 33% BES 53% Middle: 37% High: 54% (Culture): My school creates a positive work environment Elementary: MWE 43% BES 95% Middle: 85% High: 79%		teaching strategies to better meet my students' needs. Elementary: MWE 30% BES 54% Middle: 43% High: 53% (Culture): My school creates a positive work environment Elementary: MWE 55%. BES 86% Middle: 84% High: 83%	provided me with teaching strategies to better meet my students' needs. Elementary: MWE +13% BES +4% Middle: +5% High: +4% (Culture): My school creates a positive work environment Elementary: MWE -9% BES +11% Middle: +4% High: Maintained
2.3	Appropriately assigned and fully credentialed teachers	The rate of teacher misassignment is 25.6% in 2023	The rate of teacher misassignment is 14% in 2024		The rate of teacher misassignment will be <10%	The difference is -11.6%

Goal Analysis [2024-25]

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

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

Action 2.1: Professional Development Days

In 2024–25, Windsor Unified School District implemented Action 2.1 as planned, maintaining five professional development (PD) days in the district calendar for the second consecutive year (Metric 2.1). Although the goal is to increase to six PD days by 2025–26, no change in the calendar structure occurred this year, which reflects both scheduling constraints and feedback from bargaining groups regarding instructional time balance.

Despite no increase in total PD days, implementation focused on improving the quality and relevance of existing PD offerings. Sessions emphasized site-specific needs, including early literacy strategies, inclusive instruction, restorative practices, and MTSS. Teachers and staff engaged in school-based collaboration through Professional Learning Communities (PLCs), often facilitated by site leaders or instructional coaches.

Evidence of impact is supported by YouthTruth staff survey results (Metric 2.2), which showed modest but positive gains in perceived effectiveness of professional development:

- At Mattie Washburn Elementary, the percent of staff who agreed that PD helped them better meet student needs increased from 20% to 30%, a 10-point gain.
- At Brooks Elementary, scores rose from 49% to 54%.
- Middle school staff reported an increase from 33% to 43%.
- High school staff remained relatively stable, moving from 49% to 53%.

These improvements suggest that even without increasing the number of PD days, the strategic focus and relevance of the content made a meaningful difference in staff perception and professional growth.

However, variability in outcomes between school sites highlights an ongoing challenge: equitable access to high-quality PD experiences. Schools with more structured coaching and leadership support, such as BES, showed stronger gains, while others with fewer site-based supports showed more modest improvement. This variation has informed the district's decision to introduce dedicated instructional coaching at targeted elementary schools in 2025–26 (see related updates to Actions 1.3 and 1.4).

In summary, while Action 2.1 was implemented as planned, the lack of an additional PD day limited expansion opportunities. Nonetheless, targeted site-based efforts led to measurable improvements in teacher-reported outcomes, reinforcing the importance of both quantity and quality in professional development planning.

Action 2.2: Grade Level/Department Collaboration Time

Overall Implementation Summary (2024–25):
This action was implemented as planned through the allocation of leadership stipends that supported teacher leaders in forming and guiding PLCs (Professional Learning Communities) at each site. These guiding coalitions were responsible for organizing grade-level and departmental collaboration, with a focus on using student data to improve instructional practices.

Challenges and Differences from Planned Implementation:
While the stipends successfully established PLC leadership structures, the depth and consistency of collaboration varied by site. Some sites required additional support in developing shared protocols for using formative data, aligning interventions, and maintaining focus on

instructional improvement cycles. At a few sites, turnover among teacher leaders impacted continuity.

Successes:
Despite some inconsistencies, the guiding coalition model strengthened collaborative leadership at most schools. Staff survey responses from the YouthTruth Staff Culture domain showed positive trends, particularly at Brooks Elementary and Windsor High School, where 84% and 79% of staff, respectively, agreed that their school created a positive work environment.
Additionally, the "PD & Support" metric from the YouthTruth survey saw incremental gains at all sites, suggesting that more staff felt their professional development supported instructional improvement:

- MWE: from 20% to 30%
- BES: from 49% to 54%
- WMS: from 33% to 43%
- WHS: from 49% to 53%

These gains reflect improved structures for adult learning and collaboration made possible by Action 2.2.

Conclusion:
Action 2.2 was implemented with fidelity and contributed to increased instructional coherence and positive staff culture. Continued investment in PLC coaching and clearer expectations for data use across teams will help maximize the effectiveness of this action in 2025–26.

Action 2.3: High Quality Teachers

Overall Implementation Summary (2024–25):
Action 2.3 was implemented as planned, with the district continuing its core investment in teacher compensation to ensure that classrooms are staffed by appropriately assigned and fully credentialed educators. Funded through the General Fund, this action supports the recruitment, retention, and stability of teaching staff across all Windsor Unified School District campuses.

Implementation Outcomes and Alignment with Metrics:
Progress toward the goal of reducing teacher misassignments is clearly reflected in Metric 2.3, which showed a substantial improvement:

- Baseline (2023): 25.6% teacher misassignment rate
- Year 1 (2024): 14% misassignment rate
- Target: <10% by 2026

This represents an 11.6 percentage point improvement in just one year, signaling effective human resources practices, better credentialing alignment, and improved hiring protocols. It also shows the district's responsiveness to prior concerns about subject matter coverage, especially in high-need areas like special education, math, and science.

Challenges:
While staffing conditions improved overall, the district still faced ongoing challenges in hiring for hard-to-fill positions—particularly in special education, bilingual education, and secondary STEM subjects. These vacancies, when filled through variable term waivers or permits, contributed to the remaining 14% misassignment rate. In some cases, staffing gaps were addressed through interim placements or creative

scheduling solutions, but these approaches are not sustainable long-term.

Successes:
The dramatic decrease in misassignments reflects strategic investments in hiring, onboarding, and assignment monitoring. Human Resources strengthened collaboration with site leaders to ensure teachers were properly placed, and credential compliance was regularly audited. The district also worked to streamline recruitment timelines and expanded outreach through county and university partnerships.

Staff continuity contributed to improved instructional consistency, and stakeholder feedback from staff and site leaders indicates that classrooms were better supported overall. This action also lays the foundation for other initiatives—such as instructional coaching and MTSS—by ensuring that classrooms are led by qualified educators.

Conclusion:
Action 2.3 was highly effective and demonstrated clear progress toward the district's target for fully credentialed, appropriately assigned teachers. Continued attention to credential compliance, targeted recruitment, and support for new teachers will be essential to meet and sustain the <10% target by 2026 and to ensure equitable, high-quality instruction for 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.

For Actions 2.1 through 2.3, there were no material differences between budgeted and actual expenditures. All planned activities were implemented as intended, and spending aligned closely with original projections. The planned percentages of improved services were also consistent with the estimated actuals for these actions.

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

Action 2.1: Professional Development Days

This action has been moderately effective in supporting staff development. While the number of professional development (PD) days remained constant at five during the 2024–25 school year (Metric 2.1), site-level implementation and focus significantly influenced the perceived impact.

According to the YouthTruth Staff Survey (Metric 2.2), staff perceptions of PD usefulness showed improvement at every school site:

- Mattie Washburn Elementary (MWE): Increased from 20% to 30%
- Brooks Elementary (BES): Increased from 49% to 54%
- Windsor Middle School (WMS): Increased from 33% to 43%
- Windsor High School (WHS): Increased from 49% to 53%

These upward trends suggest that while the quantity of PD remained stable, the quality and relevance of PD sessions improved through better alignment to site needs (e.g., literacy, MTSS, inclusive practices). However, variability across sites underscores a need for more consistent structures and support for PD planning and delivery.

Action 2.2: Grade Level/Department Collaboration Time

This action was implemented through leadership stipends used to support teacher-led guiding coalitions and PLCs. It has proven effective in increasing structured collaboration, promoting data-informed instruction, and supporting a culture of shared professional responsibility.

Evidence from the YouthTruth survey (Metric 2.2) reflects a parallel rise in staff satisfaction with collaboration and support systems:

- Staff who felt their PD supported student needs increased in nearly all schools, especially BES and WMS, which also demonstrated strong workplace culture ratings:
- BES: 86% agreed their school created a positive work environment (up from 84%)
- WMS: Held steady at 84% positive responses
- WHS: Rose from 79% to 83%
- MWE: Rebounded from a Year 1 dip to reach the 55% target

These results indicate that collaboration time guided by site-based teams contributed meaningfully to both staff development and morale. The guiding coalition model helped establish shared instructional goals and peer-driven improvement cycles. Sites with stable leadership and clearer PLC norms saw greater success.

Action 2.3: High Quality Teachers

This action has been highly effective in improving the credentialing and placement of teachers districtwide. Funded through the General Fund for teacher salaries, this action supports WUSD's core goal of ensuring all students are taught by appropriately assigned and fully credentialed educators.

Substantial improvement is reflected in Metric 2.3:

- Teacher misassignment rate dropped from 25.6% in 2023 to 14% in 2024
- The district is now approaching its target of <10% by 2026

This 11.6-point reduction highlights success in recruitment, assignment accuracy, and credential monitoring. Though challenges remain in staffing hard-to-fill areas like special education and secondary math/science, the overall trajectory is strong. HR practices—such as earlier hiring, better credential audits, and university partnerships—have directly contributed to this improvement.

Conclusion

Together, Actions 2.1, 2.2, and 2.3 have made measurable progress toward Goal 2. Improvements in PD satisfaction, collaboration structures, school culture, and credentialing compliance provide clear evidence of impact. Continued investment in instructional coaching, MTSS-aligned PD, and recruitment for high-need roles will be key to accelerating this momentum.

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.

As part of Windsor Unified School District's annual reflection process, a thorough review of staff survey data, leadership feedback, and implementation outcomes revealed several key areas where adjustments are needed to refine and strengthen Goal 2. These adjustments—particularly in relation to professional learning communities (PLCs), instructional leadership, and recruitment practices—are designed to deepen our support for staff and accelerate progress toward the goal that all staff feel connected, supported, and professionally empowered.

Refining PLC Implementation as a Systemic Driver (Action 2.2)

One of the most substantive changes for the 2025–26 school year is the formalization and deepening of our PLC system. In 2024–25, PLCs were supported through Action 2.2 using leadership stipends to establish guiding coalitions at each school site. These teacher-led teams were tasked with facilitating collaboration around student data, instructional planning, and intervention alignment.

While this model was implemented across all sites, reflections revealed inconsistencies in how PLCs were structured, supported, and focused. Some sites made strong progress toward establishing cycles of inquiry and collaborative norms; others struggled with clarity of purpose, meeting structure, and the strategic use of data. Feedback from site administrators and teacher leaders indicated that, although the coalition model was a strong starting point, more explicit expectations and district-level support are needed to realize the full impact of PLCs on student learning and staff growth.

As a result, for 2025–26 the district will:

- Develop and adopt a District PLC Implementation Framework that defines key expectations, timelines, and protocols for effective collaboration.
- Provide training and calibration sessions for guiding coalitions and site administrators to ensure alignment in focus and process across schools.
- Expand coaching and modeling support to help teams transition from dialogue-based meetings to data-driven instructional improvement cycles.
- Integrate PLC goals with site Single Plans for Student Achievement (SPSAs) to align with broader student outcome targets.

These shifts are informed directly by our staff's own reflections and our analysis of YouthTruth survey data (Metric 2.2), which shows encouraging but uneven growth in perceptions of professional learning. By anchoring our system in high-functioning PLCs, we aim to transform collaboration from compliance-based time to one of our most powerful drivers of instructional equity and staff engagement.

Adjustments to Target Outcomes and Professional Learning Structures (Actions 2.1 and 2.2)

While the district maintained five professional development days in 2024–25 (Metric 2.1), the feedback suggests a need for increased PD coherence and stronger site-based application. Therefore, we are revising our approach by:

- Aligning PD days more directly to districtwide initiatives, including MTSS, ELD integration, and formative assessment use.
- Using PLC structures (Action 2.2) to sustain and personalize learning from district PD within site teams.
- Exploring opportunities to increase PD days in future years, contingent on calendar negotiations and funding flexibility.

These shifts will better connect districtwide learning to daily practice and ensure that staff development time is strategically focused.

Sustaining Progress on Credentialing and Retention (Action 2.3)

In 2024–25, the district made strong progress in reducing teacher misassignments—from 25.6% to 14% (Metric 2.3). To sustain and build on this improvement, the district will:

- Maintain investments in early hiring practices, HR support, and university partnerships to attract fully credentialed teachers.
- Implement more targeted onboarding and induction supports, especially for teachers in high-turnover areas like special education and STEM.
- Monitor credential alignment quarterly to address assignment mismatches proactively.

While no changes are being made to the metrics or action structure for 2.3, these operational improvements reflect our commitment to ensuring that every student has access to a fully qualified teacher.

Conclusion

The reflections on our 2024–25 implementation made it clear that PLCs are our most promising system for staff-driven improvement, but they require more district leadership, support, and structural clarity to thrive. Alongside refinements to PD delivery and continued improvements in credential alignment, these changes position us to make significant progress on Goal 2 in 2025–26. They reflect Windsor Unified's ongoing commitment to coherence, collaboration, and educator excellence.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development Days	- Add 5 professional development days to the school calendar to provide teachers with ongoing training and growth opportunities.	$206,382.00	Yes
2.2	Grade Level/Department Collaboration Time	Leadership Stipends	$90,000.00	No
2.3	High Quality Teachers	General Fund Teacher Salaries	$19,400,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strong Family, School, and Community Relationships	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed the goal “Strong Family, School, and Community Relationships” to strengthen the partnerships between families, schools, and the broader community. Recognizing that collaboration and communication are essential to student success, this goal focuses on building trust, fostering engagement, and enhancing communication channels among all stakeholders. By prioritizing these relationships, we aim to create a supportive network that empowers parents and guardians, involves community members, and ensures that students receive comprehensive support both inside and outside the classroom. This interconnected approach is designed to cultivate a thriving educational environment where students can excel academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percent of families who respond positively to YouthTruth (YT) Family Survey Engagement Question: I feel engaged with my school:	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary 53%, Middle School 52%, High School 49% Jan/Feb 2024 YouthTruth Survey	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary 58%, Middle School 52%, High School 48%		The percent of families who respond positively to YouthTruth Family Survey Engagement Question 'I feel engaged with my school' will increase to: Elementary 55%, Middle School 54%,	The difference in the percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary +5%, Middle School Maintained High School -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Jan/Feb 2025 YouthTruth Survey		High School 52% "	
3.2	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school.	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 47%, Middle School 58%, High School 48% Jan/Feb 2024 YouthTruth Survey	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 52%, Middle School 62%, High School 46% Jan/Feb 2025 YouthTruth Survey		The percent of families who respond positively to YouthTruth Family Survey Engagement Question 'I feel informed about important decisions regarding my school.' will increase: Elementary: 50%, Middle School 60%, High School 52% "	The difference in the percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: +5%, Middle School +4%, High School -2%
3.3	Number of family members in attendance at English Learner Advisory (ELAC) & District ELAC Meetings	Total combined attendance for 23/24 at ELAC/DELAC Meetings: DELAC: 45 Elementary: 21 Middle: 173 High: 35	Total combined attendance for 23/24 at ELAC/DELAC Meetings: DELAC: 28 Elementary: 32 Middle: 146 High: 76		Attendance at ELAC/DELAC Meetings will increase: DELAC: 55 Elementary: 35 Middle: 175 High: 40	Distance from Goal: DELAC: 27 Elementary: 3 Middle: 29 High: +36
3.4	The percent of Spanish speaking families who	The percent of Spanish speaking families who	The percent of Spanish speaking		The percent of Spanish speaking	The difference in the percent of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school:	respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: 65%, Middle: 74%, High: 50% Jan/Feb 2024 YouthTruth Survey	families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: 83%, Middle: 70%, High: 73% Jan/Feb 2025 YouthTruth Survey		families who respond positively to YouthTruth Family Survey Engagement Question 'I feel engaged with my school' will increase to: Elementary: 68%, Middle: 77%, High: 53% "	Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: +18%, Middle: -4%, High: +23%
3.5	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school.	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 48%, Middle: 75%, High: 68% Jan/Feb 2024 YouthTruth Survey	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 88%, Middle: 73%, High: 80% Jan/Feb 2025 YouthTruth Survey		The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question 'I feel informed about important decisions regarding my school.' will increase: Elementary: 51%, Middle: 77%, High: 71%"	The difference in the percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 40%, Middle:-2%, High: +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	The response rate for parents on the YT survey.	The response rate for parents on the YT survey: Elementary: 44% Middle: 36% High: 18% Jan/Feb 2024 YouthTruth Survey	The response rate for parents on the YT survey: Elementary: 26% Middle: 34% High: 19% Jan/Feb 2025 YouthTruth Survey		The response rate for parents on the YT survey will increase: Elementary: 48% Middle: 39% High: 23%"	The difference in the response rate for parents on the YT survey: Elementary: -18% Middle: -2% High: +1%
3.7	Parent input in making decisions and parental participation in programs for unduplicated pupils and students with disabilities	Overall, 52% or all district families who responded agree or strongly agreed that they are included in planning school activities. -Elementary: 53% of gen ed families, and 54% of school families with SpEd students -Middle School: 48% of gen ed families, and 62% of families with SpEd students -High School: 47% of gen ed families, and 60% of families with SpEd students agreed or strongly agreed that they are included in planning school activities.	Overall, 57% or all district families who responded agree or strongly agreed that they are included in planning school activities. -Elementary: 54% of gen ed families, and 57% of school families with SpEd students -Middle School: 47% of gen ed families, and 59% of families with SpEd students -High School: 49% of gen ed families, and 62% of families with SpEd students		Overall, 55% or all district families who respond will agree or strongly agree that they are included in planning school activities. -Elementary: 55% of gen ed families, and 55% of school families with SpEd students -Middle School: 50% of gen ed families, and 65% of families with SpEd students -High School: 50% of gen ed families, and 65% of families with SpEd students	The difference overall, +5% or all district families who responded agree or strongly agreed that they are included in planning school activities. -Elementary: +1% of gen ed families, and +3% of school families with SpEd students -Middle School: +1% of gen ed families, and -3% of families with SpEd students -High School: +2% of gen ed families, and +2% of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Jan/Feb 2024 YouthTruth Survey	agreed or strongly agreed that they are included in planning school activities. Jan/Feb 2025 YouthTruth Survey		will agree or strongly agree that they are included in planning school activities on the YouthTruth Family Survey"	families with SpEd students agreed or strongly agreed that they are included in planning school activities.
3.8	Parent Square Engagement data	Parent Square engagement data for July 1, 2023 - June 5, 2024: • 6,204 Parents/Families • 2,211 Interacted (36% by student) • 942 comments (15.2%) • 1,677 Appreciated (27%) 23/24 Data	Parent Square engagement data -6,469 Parents/Families • 2,784 Interacted • 961 comments • 1,768 Appreciated 24/25 Data		Parent Square engagement data will show the following increases: • 8,000 Parents/Families • 3,200 Interacted (40% by student) • 1600 comments (20%) • 2400 Appreciated (30%)	The difference in Parent Square engagement data +265 Parents/Families -+573 Interacted +19 comments +91Appreciated
3.9	The percent of students who respond positively to YouthTruth question 'Do you feel safe at school?'	The percent of students who responded positively in January 2024 to YouthTruth	The percent of students who responded positively in January 2024 to		The percent of students who respond positively in to YouthTruth question 'Do you	The difference in the percent of students who responded positively in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		question 'Do you feel safe at school?': Elementary: 59% Middle: 54% High: 62% Jan/Feb 2024 YouthTruth Survey	YouthTruth question 'Do you feel safe at school?': Elementary: 54% Middle: 49% High: 61% Jan/Feb 2025 YouthTruth Survey		feel safe at school?' will increase: Elementary: 62% Middle: 57% High: 65%	January 2024 to YouthTruth question 'Do you feel safe at school?': Elementary: -5% Middle: -5% High: -1%
3.10	The percent of families who respond positively to YouthTruth question 'My child's learning environment is safe	The percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: 68%. Middle: 61% High: 64% Jan/Feb 2024 YouthTruth Survey	The percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: 72%. Middle: 69% High: 71% Jan/Feb 2025 YouthTruth Survey		The percent of families who respond positively to YouthTruth question 'My child's learning environment is safe' will increase to: Elementary: 72%. Middle: 64% High: 68%	The difference in the percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: +4%. Middle: +8% High: +7%
3.11	The percent of staff who respond positively to YouthTruth question 'I feel safe from harm while at my school'	The percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm while at my school': Elementary: 84%	The percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm		The percent of staff who respond to YouthTruth question 'I feel safe from harm while at my school' will increase to:	The difference in the percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle: 74% High: 77% Jan/Feb 2024 YouthTruth Survey	while at my school': Elementary: 83% Middle: 76% High: 83% Jan/Feb 2025 YouthTruth Survey		Elementary: 86% Middle: 77% High:80%	while at my school': Elementary: -1% Middle: +2% High: +5%
3.12	The percent of students accessing transportation	In 22/24 10% of students were accessing transportation.	In 24/25 11% of students were accessing transportation.		>10% of students will access transportation.	Maintained

Goal Analysis [2024-25]

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

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

In 2024–25, Windsor Unified School District implemented Action 3.1 with strong alignment to the original plan, maintaining a clear focus on improving outreach, communication, and engagement with families—especially those who speak languages other than English or come from traditionally underserved backgrounds. The strategies outlined were executed with fidelity, and several produced observable outcomes. However, some components required midyear adjustments in response to participation patterns and feedback from school sites.

Implementation Highlights

Bilingual Community Liaisons:
Bilingual community liaisons continued to be an essential bridge between schools and non-English-speaking families. These staff provided in-person interpretation at events, translated written communications, and offered personalized support to families navigating the school system. Their presence was especially valued at ELAC and DELAC meetings, where they helped clarify topics and supported two-way dialogue. No substantive deviations occurred in this area, though some liaisons expressed a need for more consistent access to translated digital resources to support their work.

ParentSquare as a Communication Tool:

ParentSquare was utilized districtwide as the centralized communication platform, with consistent use across all sites. Engagement metrics showed modest but meaningful increases in interaction:

- Parent interaction increased from 2,211 to 2,784
- Appreciations rose from 1,677 to 1,768
- Comments increased slightly from 942 to 961

These figures suggest that more families are reading, responding to, and engaging with school communications, with the multi-language feature playing a significant role in accessibility. While the total number of engaged families grew, the platform's survey response integration and event RSVP tools remain underutilized at some sites and may require additional training or promotion.

District Website:
The district website was maintained and updated regularly, including the posting of multilingual materials, key dates, and department contact information. While the infrastructure was in place, feedback from staff and families noted some inconsistencies in how often individual school sites updated their linked pages. Efforts are underway to develop clearer content management responsibilities across departments and school teams to ensure timely, accurate communication.

ELAC, DELAC, and Multicultural Nights:
These events were implemented with varying levels of participation:

- DELAC attendance declined from 45 to 28 attendees
- Elementary ELAC participation increased from 21 to 32
- High school ELAC attendance increased significantly from 35 to 76
- Middle school ELAC attendance declined from 173 to 146

While ELAC and DELAC meetings remained a cornerstone of parent engagement for English learner families, site-level participation depended heavily on school leadership, liaison support, and the timing of events. Several Multicultural Nights were successfully held, especially at the elementary and middle school levels, featuring student performances, food, and cultural displays. These events fostered inclusivity and visibility for the district's diverse community.

Migrant Education Program Support:
The district continued to collaborate with the Migrant Education Program Specialist to identify eligible students and offer parent workshops, particularly in partnership with Sonoma County Office of Education. These efforts helped migrant families connect with both academic and wraparound services. No significant implementation issues were reported, though ongoing needs include increasing awareness of these services at sites where migrant student numbers are lower but growing.

Challenges and Adjustments

- Response Rate Declines: One key challenge was the overall drop in YouthTruth parent survey response rates, especially at the elementary level (from 44% to 26%). This decline limited the representativeness of the data and suggests a need to reexamine timing, delivery methods, and incentives for participation.

- Site Variability: As with other engagement-related initiatives, the success of outreach efforts varied widely across schools, depending on the availability of staff, site administrator involvement, and scheduling flexibility. Evening and hybrid offerings helped address some access barriers, but participation from working families remained inconsistent.
- Event Fatigue and Scheduling Conflicts: Some families and staff reported “event fatigue” or difficulty attending due to overlapping activities. This highlights the need for coordinated calendaring and more streamlined event planning moving forward.

Successes

- Increased engagement among Spanish-speaking families, particularly in metrics tied to feeling informed and engaged. For example, Spanish-speaking families at the elementary level reported an 18-point increase in feeling engaged and a 40-point increase in feeling informed (Metrics 3.4 and 3.5) ?.
- ParentSquare usage trends are rising, with consistent year-over-year growth in all major engagement indicators (Metric 3.8) ?.
- Multicultural Nights and ELAC participation at the high school level showed significant growth, indicating stronger outreach efforts in that context.

Conclusion:
Action 3.1 was carried out with strong fidelity and made important progress in building communication infrastructure and relationships with families. While event participation and survey response rates varied, the combination of bilingual staff, centralized communication tools, and community events contributed meaningfully to Goal 3. Ongoing refinement of event planning, response outreach, and digital engagement will be central to increasing family involvement in 2025–26.

Action 3.2: Strengthening Communication

In 2024–25, Windsor Unified School District implemented Action 3.2 as planned by continuing to employ a District Communications Coordinator to oversee and strengthen all internal and external communications. This action was designed to improve the clarity, consistency, and accessibility of messaging across the district and to ensure families and stakeholders receive timely, accurate information.

Implementation Overview

The Communications Coordinator played a lead role in:

- Coordinating ParentSquare messaging across schools, including formatting, scheduling, and translation support;
- Publishing district newsletters, updates, and press releases to inform the broader community;
- Maintaining the district website, ensuring that important updates, multilingual resources, and essential documents were posted and accessible;
- Supporting school sites with outreach strategy, including templates for flyers, newsletters, and social media communications.

This centralized approach helped bring greater alignment across schools and improved the tone and clarity of communication with families.

Successes

ParentSquare Engagement Trends (Metric 3.8):
Parent engagement data suggests this action contributed positively to communication outcomes:

- Interacted Families: Increased from 2,211 to 2,784
- Comments: Increased slightly from 942 to 961
- Appreciations: Increased from 1,677 to 1,768
- Total Reach: Increased by 265 families

These gains—while not dramatic—represent steady progress and indicate that more families are engaging with district messages, particularly through appreciating content and responding via comments. The multi-language messaging feature of ParentSquare, supported by the Communications Coordinator, continues to be a valuable asset for equity.

Website Oversight and Content Consistency:
The district's central website remained an up-to-date, accessible resource throughout the year. Important content—including LCAP updates, program overviews, calendars, and public meeting announcements—was consistently posted in both English and Spanish. The Communications Coordinator also provided technical and editorial support to site leaders, helping ensure individual school web pages were reasonably current and aligned with district messaging.

Support for Survey Outreach and Visibility Campaigns:
The Communications Coordinator also contributed to campaigns promoting the YouthTruth Survey, school enrollment, and ELAC/DELAC participation. While survey response rates declined in most categories (Metric 3.6), especially at the elementary level, this was more reflective of timing and site-level engagement capacity than communication breakdowns. The infrastructure to promote and support outreach was in place and well managed.

Challenges

- Response Rate Decline (Metric 3.6): Despite expanded messaging, YouthTruth family survey response rates dropped significantly at the elementary level (from 44% to 26%) and remained low at other levels. This signals a disconnect between message delivery and message activation, suggesting that future efforts should focus on more relational outreach, not just informational.
- Site-Level Variability: Although the district-level communications systems were strong, some school sites had inconsistent follow-through on maintaining their school websites, posting announcements, or utilizing ParentSquare fully. This created some gaps in message uniformity and frequency, especially for school-specific updates.

Conclusion

Action 3.2 was implemented with fidelity and provided strong centralized communication leadership. The District Communications Coordinator successfully supported both system-wide messaging and site-level needs, resulting in incremental but steady improvements in family interaction with digital platforms and overall messaging consistency. Moving forward, the district will aim to leverage this infrastructure

to drive deeper engagement, improve survey response strategies, and continue to support school sites in building communication capacity and responsiveness.

Action 3.3: Transportation Services

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

In 2024–25, Windsor Unified School District implemented Action 3.3 as planned, using general fund resources to cover transportation maintenance costs and to employ and support transportation personnel. This action is directly aligned with the district's goal to eliminate barriers to school access and improve daily attendance—particularly for students who rely on bus services due to distance, economic hardship, or limited family transportation.

Implementation Overview

- The district maintained a full team of trained drivers and dispatch staff, providing daily transportation for general education, special education, and alternative education students. Route reliability remained high, and the transportation department responded effectively to occasional absences or equipment needs.
- All school buses were kept in safe operating condition through regular preventive maintenance and prompt attention to repairs. No major service interruptions were reported, and the district met all state transportation safety inspection requirements.
- Routes served students across the district, including more rural areas where walking or family transport options are limited. Additional services were provided for field trips, athletics, and certain after-school programs, though with limited flexibility.

Link to Chronic Absenteeism – Metric 1.26

The consistent availability of safe and reliable transportation contributed meaningfully to improvements in attendance. According to Metric 1.26, the district saw a year-over-year decrease in the chronic absenteeism rate:

- 2022–23 Baseline: 24.2%
- 2023–24 18.4%

This change reflects a trend toward increased consistency in student attendance, particularly among students who previously faced logistical barriers. Transportation access is a key enabling condition for students to arrive at school on time and attend consistently—especially in high-need neighborhoods.

Feedback from school staff and families highlighted that regular, reliable busing reduced family stress, improved morning routines, and supported better school-day readiness for students who rely on bus service. In this way, Action 3.3 reinforced the broader systems work tied to MTSS Tier 1 supports for attendance and aligned directly with Goal 1's focus on ensuring that students are connected and thriving.

Successes

- Transportation Access Maintained and Slightly Expanded:

According to Goal 3, Metric 3.12, the percentage of students accessing transportation rose from 10% to 11%, meeting the district's target of maintaining access above 10%. While this is a small numerical change, in a district of WUSD's size, it reflects tangible access improvements for dozens of students.

- Operational Reliability:

Drivers consistently maintained routes with minimal delays or cancellations. This stability ensured students could attend school regularly, a critical foundation for academic engagement and intervention services.

- Support for Special Education and At-Risk Students:

Students with IEPs, students experiencing housing instability, and families without reliable transportation benefitted significantly from this action. Transportation services were a key equity support across school sites.

Challenges

- No Capacity for Route Expansion:

While core transportation needs were met, the district had limited capacity to expand routes or add late buses for after-school programs without additional investment. This limited participation for students who might otherwise benefit from extended learning opportunities.

- Rising Maintenance and Fuel Costs:

Increased operational costs challenged the department's ability to invest in new equipment or expand services. These pressures will need to be addressed in future planning cycles.

Conclusion

Action 3.3 was implemented successfully and played a quiet but critical role in reducing absenteeism and strengthening student access to learning. By maintaining dependable transportation, the district removed key structural barriers and supported more consistent school attendance—helping to lower the chronic absenteeism rate (Metric 1.26) and advancing the district's overall equity and access goals. Moving forward, the district may explore expanded transportation options to further connect students to academic and enrichment opportunities beyond the school day.

Action 3.4: School Safety

This action was implemented as planned in 2024–25 through the employment of a School Resource Officer (SRO) to enhance campus safety and build stronger relationships between schools and local law enforcement. The SRO was primarily assigned to secondary sites while providing districtwide support for emergency preparedness and threat assessment.

The SRO maintained a visible presence during the school day and at events, participated in site safety planning and lockdown drills, and collaborated with school staff to build rapport with students. The officer also served as a liaison with local law enforcement, ensuring coordinated communication during safety-related incidents.

Metrics related to safety perceptions show mixed results. Student-reported feelings of safety (Metric 3.9) declined slightly at all levels, with a

1% drop at the high school level (62% to 61%), and 5% declines at both elementary (59% to 54%) and middle school (54% to 49%). In contrast, family perceptions of school safety (Metric 3.10) increased across the board: elementary rose from 68% to 72%, middle school from 61% to 69%, and high school from 64% to 71%. Staff-reported safety (Metric 3.11) also improved, most notably at the high school level, where scores increased from 77% to 83%.

These results suggest that while student perceptions remain an area of concern—especially at the middle school level—the presence of the SRO may have contributed to greater confidence among staff and families. The officer's support for supervision, de-escalation, and emergency response was cited by site leaders as a valuable asset in maintaining safe and orderly school environments.

Challenges included ensuring the SRO's role was perceived as supportive rather than disciplinary and building equitable relationships with all student groups. Continued emphasis on relationship-building, student voice, and culturally responsive practices will be key to increasing students' sense of safety and belonging in the coming year.

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

For Action 3.1 "Family Engagement," the district originally budgeted $307,352 and ultimately spent $289,028. The slight variance is due to an underestimation of the staffing needs for bilingual liaisons, who are essential for facilitating communication and engagement with multilingual families. While we added additional bilingual liaison support to meet family needs, overall expenditures remained closely aligned with the initial projection, and all planned services were fully implemented.

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

Action 3.1: Family Outreach

This action was moderately effective in advancing equitable communication and engagement with families, particularly those who are Spanish-speaking or new to the school system. The consistent use of bilingual community liaisons, regular ELAC and DELAC meetings, Multicultural Nights, and increased use of ParentSquare supported stronger communication pathways. Engagement among Spanish-speaking families improved significantly, with major increases in the percentage who felt both informed and engaged. For example, elementary-level Spanish-speaking families rose from 65% to 83% in engagement and from 48% to 88% in feeling informed (Metrics 3.4 and 3.5).

However, YouthTruth survey response rates declined (Metric 3.6), and participation in DELAC and middle school ELAC meetings dropped. This indicates that while communication structures are in place, the activation and two-way participation of families remains a challenge. Overall, Action 3.1 made steady progress toward the goal, especially for targeted groups, but site-level variability and outreach fatigue must be addressed.

Action 3.2: Strengthening Communication

This action was effective in increasing the clarity, consistency, and accessibility of district messaging. The Communications Coordinator provided centralized support for ParentSquare communication, website maintenance, and family outreach campaigns. ParentSquare engagement improved in every category, including an increase from 2,211 to 2,784 in family interactions and growth in appreciated and commented messages (Metric 3.8).

Family perceptions of safety also improved (Metric 3.10), which may reflect improved messaging around campus security and supports. However, communication alone did not reverse the decline in survey participation (Metric 3.6), highlighting that future efforts must go beyond information-sharing and focus on more relational and personalized outreach. Still, this action supported foundational communication infrastructure that helped drive broader engagement progress.

Action 3.3: Transportation Services

This action was effective in sustaining access to safe and reliable transportation for students, which in turn supported improved attendance outcomes. The percentage of students accessing transportation rose slightly from 10% to 11% (Metric 3.12), meeting the district's target. While the numerical change was small, it reflects consistent service for students who rely on buses to attend school.

Importantly, transportation access contributed to a modest but meaningful decrease in the chronic absenteeism rate (Metric 1.26, Goal 1), reinforcing the role of transportation as a foundational equity support. Families and staff reported high levels of reliability and satisfaction. Limitations included the inability to expand service for after-school programs. Nonetheless, this action clearly supported the goal by removing access barriers and improving attendance stability.

Action 3.4: School Safety

This action was partially effective in building a safer and more supportive school climate. The presence of the School Resource Officer (SRO) contributed to increased confidence among families and staff. Family perceptions of school safety improved significantly across all levels—elementary (68% to 72%), middle (61% to 69%), and high school (64% to 71%) (Metric 3.10). Staff feeling safe also rose, particularly at the high school (77% to 83%) (Metric 3.11).

However, student perceptions of safety declined at all levels (Metric 3.9), with the sharpest drops at the elementary and middle school levels. These results suggest that while the SRO contributed to visible security and emergency response planning, student-centered climate strategies (e.g., SEL, restorative practices) must be strengthened to ensure students themselves feel safe and connected. The action was implemented as intended but needs to be part of a more comprehensive school climate framework.

Conclusion

Collectively, the actions under Goal 3 have made measurable but uneven progress in strengthening family, school, and community relationships. Clear successes include increased engagement among Spanish-speaking families, higher family and staff perceptions of safety, and consistent transportation access. Areas needing continued investment include student perceptions of safety, authentic family participation in decision-making, and site-level consistency in outreach efforts.

These insights will directly inform refinements for 2025–26, including deeper integration of relational engagement strategies, continued PLC work around attendance and climate, and expanded training for staff in inclusive, culturally responsive communication.

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.

Refinement of Family Outreach Strategies (Action 3.1)

While bilingual liaisons, ParentSquare communication, and multilingual outreach infrastructure were in place and actively used, participation in decision-making forums such as DELAC and middle school ELAC declined, and YouthTruth response rates dropped sharply at the elementary level (Metric 3.6). In response:

- Target outcomes for DELAC participation and family survey response rates will be recalibrated to reflect realistic growth expectations while still emphasizing upward trends.
- Sites will receive clearer guidance and support for planning Multicultural Nights, ELAC recruitment, and event coordination to avoid calendar conflicts and "outreach fatigue."
- Action 3.1 will be expanded to include training for school staff on relational vs. transactional engagement, focused on building long-term trust and empowering family voice beyond compliance-oriented forums.

Deeper Integration of Communication Strategy (Action 3.2)

The Communications Coordinator has successfully stabilized district-level messaging through ParentSquare and the website, but low response rates to surveys and event invitations suggest a gap between message delivery and message activation. Therefore, changes for 2025–26 include:

- Adding a school-site communications lead or liaison role to coordinate messaging consistency and monitor ParentSquare analytics.
- Expanding use of interactive tools within ParentSquare (e.g., RSVP features, polls, feedback requests) to promote two-way communication.
- Embedding communication metrics into site-level progress monitoring, ensuring that family engagement is part of each school's continuous improvement efforts.

Linking Transportation to Attendance & Access (Action 3.3)

Given the connection between stable transportation access and the observed reduction in chronic absenteeism (Metric 1.26), the district will take steps to better integrate transportation into broader MTSS Tier 1 attendance strategies:

- The target for Metric 3.12 (student access to transportation) will be raised modestly to reflect an aim of continued access expansion (from 11% toward 13%).
- The district will explore after-school and late bus pilot programs at targeted sites to support access to academic interventions and enrichment for families without reliable transportation.

Enhancing School Safety Through Climate, Not Just Security (Action 3.4)

While family and staff perceptions of safety improved (Metrics 3.10 and 3.11), student perceptions declined across all levels (Metric 3.9). This signals a need to balance physical safety infrastructure with student-centered climate supports. In response:

- No changes will be made to the School Resource Officer position, but the role will be more explicitly integrated with climate-building strategies, including restorative practices, student relationship-building, and classroom visibility.
- Site teams will receive support to pair the presence of the SRO with additional Tier 1 safety and belonging practices, including student advisory circles and climate walks.
- New student feedback strategies (e.g., climate pulse checks) may be piloted to supplement annual YouthTruth data and better track how students are feeling about safety throughout the year.

Conclusion

These refinements reflect the district's evolving understanding that communication alone is not engagement, and that infrastructure must be paired with relational practices, student voice, and site-level coherence. The changes to Goal 3 actions and targets are designed to make engagement efforts more inclusive, equitable, and impactful, ensuring that every student and family feels informed, welcomed, and connected to their school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Outreach	-Employ bilingual community liaisons to facilitate meaningful communication and strengthen relationships between schools and non-English-speaking families. These liaisons will serve as cultural and linguistic bridges, providing in-person support, translating materials, and assisting families in navigating school systems and resources. -Utilize ParentSquare as a centralized platform to streamline communication between schools and families. This tool will support multi-language messaging, enabling timely, consistent, and accessible	$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		information sharing about school events, student progress, and district updates. -Maintain and regularly update the district website to ensure it serves as a reliable, user-friendly resource. It will include translated content, important dates, program descriptions, school contact information, and announcements—ensuring all families have access to essential information regardless of language background. -Organize ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) meetings, as well as Multicultural Nights, to encourage active participation from parents of English learners. These events provide a platform for parents to contribute to decision-making, learn about student programs and services, and foster a sense of community. Multicultural Nights will highlight and celebrate the rich cultural diversity of our district through performances, food, and student-led activities, creating inclusive spaces for all families. -Leverage the support of the Migrant Education Program Specialist to provide targeted assistance to migrant families. This specialist will help identify eligible students, connect families to educational and social services, offer parent workshops, and ensure that migrant students have equitable access to academic resources and opportunities.		
3.2	Strengthening Communication	- Employ a District Communications Coordinator to manage and enhance communication strategies, ensuring clear and consistent messaging across the district.	$175,000.00	No
3.3	Transportation	• Cover transportation maintenance costs to ensure safe, reliable, and efficient school bus services for students. • Employ and support transportation personnel to provide safe and dependable transportation services for students.	$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	School Safety	- Employ a School Resource Officer to enhance school safety and build positive relationships between law enforcement and the school community.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier School: Windsor Oaks Academy	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We developed a specific goal for our continuation school to address the unique needs and challenges faced by students in this setting. Recognizing that these students require tailored support and innovative strategies to achieve their full potential, this goal focuses on providing personalized learning opportunities, targeted interventions, and comprehensive support services. By prioritizing the academic, social, and emotional well-being of continuation school students, we aim to create an environment that fosters resilience, engagement, and success. This goal underscores our commitment to ensuring that all students, regardless of their circumstances, have access to the resources and guidance they need to thrive and transition successfully to the next stages of their educational and personal journeys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation rate	2022-2023 77.3%	2023-2024 60.9%		86%	There is a 16.4% difference
4.2	New Metric: Suspension Rate	2022-2023 2%	2023-2024 0%		0%	There is a 2% difference
4.3	New Metric: Counselor to Student Ratio	2022-2023 .25:35	2023-2024 .25:48		>.25:50	There is an increase of 13 students for .25 of a counselor

Goal Analysis [2024-25]

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

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

Action 4.1: Academic Counselor

In 2024–25, Windsor Unified School District continued to implement targeted supports for students enrolled at its continuation high school as part of Goal 4, which serves as the district's equity multiplier strategy. The primary focus was on increasing the graduation rate through personalized academic interventions, flexible scheduling, credit recovery, and supportive staff-student relationships. These supports were delivered with fidelity, and staff at the site maintained strong commitment to re-engaging students who faced significant academic and social-emotional barriers.

However, the graduation rate for the site declined from a baseline of 77.3% to 60.9%, according to the state-reported 4-Year Adjusted Cohort Graduation Rate. While this decline is statistically notable, it is important to recognize that this metric does not solely reflect the outcomes of the most recent senior class or the quality of services provided in the past year. The 4-year cohort rate includes students who entered high school four years prior and were later enrolled in the continuation school due to disengagement, credit deficiency, or pandemic-related disruptions.

In particular, this cohort included a large group of students transferred to the continuation setting post-COVID, many of whom experienced prolonged disengagement, learning loss, or other personal challenges that began well before they enrolled at the site. Some of these students left the district or did not return to school, but without formal transfer documentation, they were still counted as non-graduates in the state's accountability calculation. This structural feature of the 4-year cohort model significantly impacts continuation schools and does not fully reflect student progress made after enrollment.

Despite these challenges, several components of the implementation were successful:

- Students had access to individualized graduation plans and credit recovery opportunities.
- Staff maintained strong communication with families and offered wraparound supports to address barriers to attendance and engagement.
- Several students graduated outside the 4-year window, which is not captured in the official graduation rate but reflects real progress for students with interrupted academic histories.

The school also maintained a low student-to-teacher ratio, allowing for strong relationships and intensive support, which are hallmarks of effective continuation education. Additionally, ongoing collaboration with the district's counseling and student services teams helped ensure that students nearing graduation had access to transcripts, credit audits, and transition planning.

Conclusion:
While the official graduation rate declined in 2024–25, the implementation of Action 4.1 remained aligned with the goal and was carried out with fidelity. The outcomes reflect the complexity of serving highly mobile, historically underserved students through a system that does not account for late entry, part-time enrollment, or post-fourth-year graduates. Continued efforts to track multi-year progress and highlight

qualitative student success stories will be essential to more fully capture the impact of this equity work.

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.

For Goal 4.1, the district initially budgeted $50,000 allocated specifically for a counselor to support students at Windsor Oaks Academy, our Equity Multiplier school. However, actual expenditures totaled $419,470. This variance is due to a strategic decision to charge the full cost of Windsor Oaks' teaching staff to this Equity Multiplier action, recognizing that all educational services at this site directly benefit the targeted student population. While the initial budget focused narrowly on counseling services, the final expenditures reflect a broader, more impactful investment in instructional staffing to improve academic outcomes and engagement at Windsor Oaks.

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

The action taken under Goal 4 has been partially effective, given the complexity of the student population served and the limitations of the 4-Year Adjusted Cohort Graduation Rate as a sole measure of success. The action aimed to increase the graduation rate at the district's continuation high school by providing individualized academic plans, flexible credit recovery options, social-emotional supports, and strong staff-student relationships. These components were implemented with fidelity during the 2024–25 school year.

Despite these efforts, the graduation rate declined from 77.3% to 60.9%, according to the official state metric. However, this decline should be interpreted with caution. The 4-year cohort graduation rate includes students who were transferred to the continuation school after extended periods of disengagement—many of whom entered following the COVID-19 pandemic with significant credit deficits and social-emotional needs. In several cases, students left the school or did not re-enroll elsewhere, and without formal transfer documentation, they were counted as non-graduates.

This means the graduation rate is not solely reflective of the school's performance in the past academic year, nor of the support provided to the most recent senior class. It instead represents the cumulative educational trajectory of a cohort that faced multiple years of disruption and systemic barriers before entering the continuation setting.

Nonetheless, the continuation school continued to graduate students beyond the four-year window, offer robust individualized supports, and serve as a critical re-engagement pathway. These successes are not captured in the official rate but demonstrate the essential role the school plays in the district's equity strategy.

In summary, while the numerical outcome declined, the action itself was carried out effectively. It continues to provide students with a second chance at success and remains a vital part of the district's work to serve its most vulnerable learners. Future evaluation will benefit from including additional metrics such as 5- or 6-year graduation rates, credit recovery completion, or re-engagement data to more accurately reflect the impact of this work.

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.

Following reflection on the 2024–25 implementation of Action 4.1 and analysis of the graduation rate data, Windsor Unified School District will make several strategic adjustments to better capture student progress and align supports with the needs of continuation students.

The 4-Year Adjusted Cohort Graduation Rate—currently the sole metric for this goal—showed a decline from 77.3% to 60.9%. However, this rate is shaped by broader factors beyond one year's instructional effort. Specifically, the cohort included a large group of students transferred into the continuation school after the COVID-19 pandemic, many of whom had substantial credit deficiencies and interrupted enrollment histories. Students who subsequently disengaged or could not be formally exited from the district remained in the denominator, negatively impacting the school's reported outcome.

In response, the district will retain the existing graduation rate metric to align with state accountability, but will make the following changes:

- Add a local metric to track extended-year graduates (e.g., 5th and 6th year graduates), to more accurately reflect progress made by students with nontraditional academic pathways. This will provide a fuller picture of the continuation school's impact.
- Refine the target outcome to reflect multi-year improvement, rather than a single-year shift. Instead of setting an annual percentage increase, the district will focus on trend growth over a rolling three-year window, acknowledging the volatility of small cohorts.
- Enhance data tracking and case management systems to monitor cohort movement more precisely. This includes tighter documentation of transfers, re-enrollment, and withdrawals to ensure the cohort data submitted to the state is as accurate as possible.
- Expand post-secondary and re-engagement counseling at the continuation site to support students nearing the end of their eligibility, including those who may graduate beyond the 4-year window.

These changes reflect the district's recognition that continuation school success cannot be fully measured by a single metric. They represent a shift toward more inclusive and accurate measurement practices while maintaining high expectations for outcomes. The district remains committed to this goal as a core equity strategy and will continue to build capacity at the site to support long-term student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Counselor	Provide an academic counselor that specializes in working with Alternative Education students in order to increase the graduation rate.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,030,777	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.227%	0.000%	$0.00	10.227%

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
1.2	**Action:** Expanding Access to College **Need:** Windsor Unified has identified a need to bolster college and career readiness across our secondary schools, highlighted by our low A-G completion rate. This need underscores the urgency to enhance support mechanisms through dedicated counseling, expansion of the AVID program, targeted 9th-grade	College and Career Counseling: Dedicated counselors will provide specialized post-secondary planning and preparation guidance. This initiative ensures that all students, regardless of their background or school, receive consistent support in navigating their educational and career pathways. The counselors will help students understand college requirements, explore career options, and develop actionable plans to achieve their goals.	• A-G Completion Rates: This is a primary indicator of college readiness. We will monitor annual improvements in the percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	seminars, and a comprehensive A-G completion plan. **Scope:** Schoolwide	Expansion of the AVID Program: By bolstering teacher and administrator participation in AVID Professional Learning sessions, we are amplifying the impact of this program's proven teaching strategies that foster college readiness. Through focusing on organization, study skills, and critical thinking that will be implemented across campuses, we will equip all students with the tools they need to thrive in college and beyond. 9th Grade Seminar: The Introduction of a 9th Grade Seminar district-wide is a crucial step in addressing the pivotal transition from middle to high school. This course focuses on academic and social-emotional skills, expanding college and career awareness, guiding students in setting and pursuing personal and educational goals, and providing early intervention. This early support is instrumental in helping students start high school on a strong footing, with clear objectives and the necessary support to achieve them. Comprehensive A-G Completion Strategy: A district-wide implementation of an A-G completion improvement plan—including tutoring, field trips to universities, professional development for educators, and opportunities for course retake—aims to tackle the low A-G completion rate directly. This structured approach ensures all students have the resources and support to meet college admission requirements.	completing A-G requirements, aiming for consistent year-over-year increases. Graduation Rates: It will be crucial to observe changes in the overall graduation rates, particularly with our students with disabilities, with a focus on increases as a direct result of enhanced academic and social-emotional support. -College Enrollment Rates: The number of graduates enrolling in post-secondary institutions, particularly four-year colleges and universities, will be tracked to gauge the effectiveness of college preparatory counseling and seminars. • Student Participation in College and Career Readiness Programs: Metrics such as the number of students enrolled in AVID, participating in