



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2022-23]

General Information

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

Located in beautiful Northern California, Willows Unified School District (WUSD) is a rural, small-sized district serving 1,387 students. Despite experiencing declining enrollment for several years, the district continues to strive to not just maintain, but always improve our three comprehensive schools and one alternative education site. The three comprehensive schools include Murdock Elementary, grades TK-5; Willows Intermediate School, grades 6-8; and Willows High School, grades 9-12. WUSD's alternative education school, Willows Community High School, serves students in grades 10-12. Willows Unified School District serves a diverse population, with 36.3% White; 53.6% Hispanic; 4.04% Asian; 2.52% Native American; .87% African American; and 2.13% multiple ethnicities. The WUSD unduplicated count is 83.23%.

Willows Unified School district serves all students, providing a rich opportunity to obtain an excellent education through classic academics. With a strong emphasis on hands-on learning, programs such as the Career Technical Education (CTE) Agriculture Manufacturing Pathway, Medical Pathway, and Home Economics and Transportation courses; provide student opportunities to learn and develop the skills necessary to become problem solvers, leaders, entrepreneurs, and educated consumers. Our schools provide other educational opportunities outside the classroom, including athletics, music, associated student body and Future Farmers of America (FFA).

Mission Statement:

"Preparing today's students for tomorrow's challenges"

Vision Statement:

Willows Unified School District provides a safe, engaging, student focused learning environment where each student:

- Realizes his/her full potential

- Develops respect and tolerance for self and others
- Becomes a productive member of our global society

Goals:

1. Adhere to state mandated accountability criteria related to the Local Control Funding.
2. Be financially capable of supporting all of the District's obligations.
3. Provide clear, concise, and current District policies.
4. Ensure safe, clean, orderly, and drug-free campuses that promote a positive learning environment.
5. Recruit and retain the highest quality personnel.
6. Provide and maintain adequate facilities to house students and support all program needs.
7. Develop and maintain a TK-12 curriculum that is aligned with State Standards and supports the needs of all students.
8. Implement effective online instruction to engage all students through distance learning.
9. Collaborate with students, parents, and the community in developing greater cultural awareness, tolerance, and understanding.
10. Develop and maintain good communication between the District, parents, and the community.
11. Integrate student and staff members' use of technology to improve achievement and performance in all subject areas.
12. Promote and support programs and coursework leading to all students becoming career and/or college ready.
13. Mitigate learning loss due to the Coronavirus pandemic.
14. Implement California Department of Public Health Coronavirus safety protocols.

Reflections: Successes

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

Willows Unified School District (WUSD) holds steadfast to continuous improvement in "Preparing today's students for tomorrow's challenges." In a review of our most recent/available 2021 District Dashboard, WUSD maintains a graduation rate of 87%, just above the State average of 86.8%. In addition, the number of students in the combined graduation cohort, who completed at least one CTE pathway with a grade of C- or better in the capstone course was 41.7%, as compared to 20% in 2020; while the number of students in the combined graduation cohort who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better was also 41.7%, as compared to 28% in 2019.

WUSD remains committed to continuing this growth through continued focus on actions that include vertical articulation and alignment, adherence to the curriculum calendar that is aligned with the state's adopted calendar, ongoing professional development for classified and certificated staff, and providing training and support for the implementation of a comprehensive counseling program. In further reflection, the prolonged pandemic has underscored the need for a continued focus on the use of formative assessment to support student learning, collaboration, and ability to guide instruction; in order to identify and address individual student needs. Maintaining low student-to-teacher ratios supports our intervention efforts in providing more targeted support in English and mathematics. Moreover, as a key element to

academic success, the continued focus on reducing chronic truancy and the implementation of SEL within the MTSS systems of support remain a key element within our strategic plan.

As a cornerstone of our community, WUSD continues to build on the cultural values of our families; stressing personal contact with families (remind teachers of the importance of parent-teacher relationships), fostering communication with families (all-call, online communication, etc.), creating a warm environment for families, and facilitating accommodations for family involvement, including translators, transportation, and other similar services. While all local indicators have been met, we are extremely pleased in our implementation of the Parent Engagement Team, providing direct services (i.e., Cedar Hills parent meetings, Parent Academies, truancy visits, etc...) in an effort to further engage, support and aid our parents/guardians and community partners. Additional outreach activities included a number of site advisories, FAFSA and college planning nights at the high school, and the Parent Institute for Quality Education (PIQE), which resulted in the graduation of over 40 parents from the program. As we move forward, we are collaborating in scheduling and beginning to combine these events to better accommodate educational partners time.

While celebrating our successes, we also recognize our challenges and continue to endeavor in continuous improvement in “Preparing today’s students for tomorrow’s challenges.”

Reflections: Identified Need

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

In a review of our most recent/available 2019 and 2021 District Dataquest data for state testing (there was not testing in 2020); WUSD performance in ELA is 27.66% meets or exceeds standards in 2021, representing a decrease of 3.32% from the 2018/19 score of 30.98% meets or exceeds standards. In addition, EL students scoring meets or exceeds standards was 4.83% in 2021, revealing a decrease of .68% from the 2018/19 score of 5.51%; while our Socio-Economically Disadvantaged (SED) score of 22.68% scoring meets or exceeds standards in 2021, reveals a decrease of 2.74% from the 2018/19 score of 25.42% scoring meets or exceeds standards. A review of the correlating mathematics scores indicates similar results, where 17.48% of students scored meets or exceeds standards in 2020/21, demonstrating a decrease of 2.1% from the 2018/19 score of 19.58% meets or exceeds standards. Similar results are found for our EL students, where 2.73% scored meets or exceeds standards in 2021, revealing a decrease of .47% from the 2018/19 score of 3.2% scoring meets or exceeds standards. While these scores may indicate effects of the prolonged pandemic, our efforts to combat student learning-loss and provide the high-quality education that all students are entitled to, remains a priority focus. Therefore, this strategic plan includes significant resources and actions to support all students, including unduplicated students (homeless, socio-economically disadvantaged, English learners, and students with disabilities); with a focus on formative assessment for early identification of students in need of academic support, as well as programs to engage and support students in mitigation of learning-loss and accelerating learning. Supporting our EL students, WUSD is committed to maintaining additional paraprofessional aide support for the ELD programs supported with professional development for effective language acquisition, providing additional supplemental materials and resources for language acquisition, and two Bilingual Community Liaisons to improve outreach and engagement with parents/guardians (i.e., providing parent education nights, translation services, community resource connections, etc...). Additional support will include leveraging low student-to-teacher ratios and additional

paraprofessional aide services to support our intervention efforts in providing more targeted support in English and mathematics. In addition, the implementation of services and supports through the TK-3 Literacy Initiative, with the goal of having all students reading at grade-level by third grade, emphasizes the imperative for grade-level literacy skills in order to set students up for future success.

While making significant gains in college and career preparedness with our students at 41.7%, as indicated on the Dashboard for 2021, an increase of 16.0% from the baseline mark of 24.8% in 2019; WUSD remains below the 2019 state average 44.1% prepared. Moreover, within the 2021 results for the graduating Class of 2021, 30.8% of homeless students, 9.5% of students with disabilities, and 36.2% of SED students graduated having met A-G requirements; while 15.4% of homeless students, 23.8% of students with disabilities, and 40.4% of SED students graduated having completed a CTE pathway. Furthermore, WUSD will also continue to work and coordinate with Glenn County Office of Education's Foster Youth Services Coordinating Program to ensure that programs and services for our foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the education and success of students in foster/homeless care. In addition, WUSD will work with GCOE's SELPA Coordinator and teachers to assess and provide the necessary resources for students with disabilities. WUSD will continue to work and improve all priorities by continuing to build teacher-student relationships, work with teachers by providing coaches to identify and assist with implementing sound instructional practices, encourage extracurricular participation, consistently monitor student progress, implement behavior support programs, and actively engage parents in the educational enterprise.

LCAP Highlights

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

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

Key LCAP actions to support these areas are:

- Maintaining an advisory K-12 committee to meet quarterly in order to support vertical alignment and articulation, review curricular adoptions, and advise on notable efforts and plans for continuous improvement.
- Hire or assign certificated staff as an Intervention/Data Coach to facilitate district assessment schedules and interventions at each site. One full time coach in math and ELA and 1-2 part-time certificated staff coaches for each campus. Other duties include providing support to staff with data analysis from various sources and intervention strategies.
- Maintain and/or hire and support ELA and mathematic intervention teachers at each campus (MES, WIS, and WHS) to support and accelerate the learning for at-risk students.
- Increasing paraprofessional support, with an emphasis at the TK-3 level, to augment classroom and Literacy initiative support.

- A commitment to provide academics, behavioral, and social-emotional learning programs.
- The dedication to continue the development and implementation of Positive Attendance Programs and alternatives to suspension/expulsion to encourage student engagement in the school community.

Goal 1: Conditions of Learning:

Establish a High Performing District Culture with Quality Teaching and Learning. (Priority 1 - Basic Services, Priority 2 - State Standards and Priority 7 - Course Access)

Goal 2: Pupil Outcomes:

All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At risk students will be identified by certificated staff using various assessments to provide academic support at each site. (Priority 4 - Pupil Achievement and Priority 8 - Other Pupil Outcomes)

Goal 3: Engagement:

The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement. (Priority 3 - Parental Involvement, Priority 5 - Pupil Engagement and Priority 6 - School Climate)

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Utilizing a comprehensive strategy to review and gather input from our educational partners, Willows Unified School District (WUSD) established a purposeful routine of placing the Local Control Accountability Plan (LCAP) and related goals on the agendas of school events, programs, and numerous committees. From Back-to-School Night events, to ELAC and DELAC meetings, to Site Councils, PIQE, Parent Academy events, CIA advisories, and LCAP advisories; WUSD sought to boldly highlight our LCAP in order to further engage and illicit input for this strategic review and development of the 2022/23 LCAP.

While ELAC meetings provided rewarding opportunity at each quarterly meeting, DELAC and Parent Academy meetings (held in October, March and May) provided more essential feedback. Site Council meetings, held quarterly at each school site beginning in September 2021 and ending in April 2022, yielded additional input directly related to improving student learning, performance, and engagement. WUSD's LCAP Advisory held throughout the year (11/17/21, 12/15/21, 1/19/22, 3/16/22, and 5/11/22) allowed for a deeper-dive into the LCAP, achievement data, school culture, ongoing engagement strategies, and review collected feedback; with a broad base of educational partners (certificated and classified staff members, administration, parents and community members). Additional outreach to staff members included faculty meetings (11/4/21, 2/2/22, and 2/15/22) and meetings with the CIA Advisory (9/29/21, 2/10/22, and 6/2/22), as well as meetings which emphasized the Local Performance Indicators (2/15/22 and 3/16/22):

A parallel strategy in gathering input from educational partners, an Local Control Accountability Plan Survey (for LEA personnel, parents, community members, teachers, administration, and local bargaining units) was launched in November and remained open through January of 2022; providing an avenue for educational partners to share their perspectives on the LCAP, the state priorities highlighted throughout the plan, and comment on issues specifically affecting them. An additional staff (classified and certificated) survey was distributed in early November, providing key insights and recommendations for culture, engagement, and professional development needs. To gather the student perceptions related to the LCAP and school culture, the LCAP Student Survey was distributed in March. Over 300 students responded from the middle school and high school, adding their essential voice to the volumes of input and feedback to address the LCAP development and relevant needs.

Public Hearing - June 13, 2022, and June 16, 2022.

A summary of the feedback provided by specific educational partners.

Student, educational partner, certificated staff, classified staff and administrative staff; all provided substantial input and feedback to support the development of this LCAP. Input and feedback was requested and received by category (collated by each of our goals), which resulted in the following summary.

Goal #1

In summary, the feedback principally centered around the need to keep class-sizes small, providing additional paraprofessional aide support, implementation of a formal SEL program, and the need for ongoing professional development. Additional input included the continued development of intervention support for identified at-risk students, improved nutritional services that included a second-chance meal opportunity, enhancements to CTE and enrichment courses, experiential learning opportunities, and continued support for students seeking post-secondary educational opportunities.

Goal #2

Educational partner feedback for Goal 2 primarily focused on the continued early-identification of struggling students and interventions for those at-risk students. Further input highlighted the need for more paraprofessional aide support to support the TK-3 Literacy initiative, the advancement of SEL curriculum with staff professional development and additional mental health resources, continued collaboration and articulation efforts, expanded counseling services to include multi-year academic planning and additional college planning events for parents, and providing additional CTE pathways and enrichment courses for students.

Goal #3

Input for Goal 3 largely focused upon parent engagement, proposing WUSD continue to develop messaging strategies to engage educational partners (i.e., through social media, more frequent outreach, additional parent workshops with their students...), implementation of a formal SEL program that includes additional resources on-campus (i.e., social worker or mental health counselor, school resource officer,...), offering additional intervention services (i.e., more intervention classes or site learning centers, screening tools,...), and chronic truancy (i.e., providing incentives and opportunities to recover from chronic truancy). Additional responses included maintaining small-class sizes, additional paraprofessional aide support, providing students with real-world applications and connections to employability, and the hiring of a campus monitor and attendance clerk.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The aspects of this LCAP that were influenced by specific input from educational partners, includes:

Goal #1

- Maintaining an advisory K-12 committee to meet quarterly in order to support vertical alignment and articulation, review curricular adoptions, and advise on notable efforts and plans for continuous improvement.
- Hire or assign certificated staff as an Intervention/Data Coach to facilitate district assessment schedules and interventions at each site. One full time coach in math and ELA and 1-2 part-time certificated staff coaches for each campus. Other duties include providing support to staff with data analysis from various sources and intervention strategies.

- Maintain staffing and class sizes at levels to ensure 1st best instruction.
- Ongoing professional development for data analysis and intervention planning.
- Providing training for staff to increase the proficiency with instructional and support services and resources, including GCOE Tree services for teachers.

Goal #2

- Maintain staffing and class sizes at levels to ensure 1st best instruction.
- Provide additional paraprofessional aide hours and staffing in support of preparation, professional development and TK-3 Literacy initiative.
- Continue to support staffing and development of ELA and mathematics interventions at MES, WIS, and WHS.
- Commitment to continue investigating additional CTE pathways (i.e., courses).

Goal #3

- A commitment to provide academics, behavioral, and social-emotional learning (SEL) programs, with professional development to support a Multi-Tiered Systems of Support (MTSS) and SEL.
- Continue employment of two classified Bilingual Community Liasons to help improve outreach and engagement with our school community.
- Continue to communicate with parent using a variety of media services (i.e., Blackboard, letters, etc...).
- Continue the development and implementation of Positive Attendance Programs and positive alternatives to suspension/expulsion to increase student engagement and attendance.
- Continue to provide experiential learning opportunities for students (i.e., River Jim, Shady Creek Environmental Camp, MES garden, etc...).
- Provide extended and expanded school-day opportunities to students that include SEL and enrichment activities.

Goals and Actions

Goal

Goal #	Description
1	Conditions of Learning - Establish a High Performing District Culture with Quality Teaching and Learning. (Priority 1 - Basic Services, Priority 2 - State Standards and Priority 7 - Course Access)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	100% of WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report.	100% pf WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subjects areas as indicated by the School Accountability report Card (SARC) and/or Williams Report.			100% of WUSD's teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report.
Priority 1: Local Indicator/Instructional Materials	100% of students have sufficient access to State Standards-aligned materials.	100% of students have sufficient access to State Standards-aligned materials.			100% of students will have sufficient access to State Standards-aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Facilities in good repair	Based on our FIT reports, the average for our facilities are 97% safe and clean and equipment maintained and in good repair when utilized by students and staff members.	Based on FIT reports, the average of our facilities are 97% safe and clean and equipment maintained in good repair when utilized by students and staff members.			Based on our FIT reports, WUSD would like the average for our facilities to be at 99% safe and clean and equipment maintained and in good repair when utilized by students and staff members.
Priority 2: Local Indicator/Implementation of State Standards/ELD	Local indicator rating is 4- Full Implementation of state standards.	Local indicator rating is 4- Full Implementation of state standards, as indicated on the LPI indicator tool.			WUSD would like to be at 5- Full Implementation and Sustainability for state standards.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Our ELD students are 36.16% met or exceeded the standards in ELA and are 22.85% met or exceeded the standards in Math as indicated on the CAASPP database.	Our ELD students are 4.83% met or exceeded the standards in ELA and are 2.73% met or exceeded the standards in Math, as indicated on the 2020/21 CAASPP database.			WUSD would like our ELD students to be 40% met or exceeded the standards in ELA and are 25% met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.
Priority 7: State Indicator/College/Career Indicator (HS only)	The District is 24.8% college/career prepared (2019) as indicated on the Dashboard.	The District is 41.7% college/career prepared (2021) as indicated on the Dashboard			The District would like to be 30% or more college/career prepared as indicated on the 2023 Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Local Indicator/A broad course of study	100% of our students are enrolled in a broad course of study, dependent a upon the grade level, as defined in the Education Code 51210 and 51220.	100% of our students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220.			100% of our students are enrolled in a broad course of study, dependent a upon the grade level, as defined in the Education Code 51210 and 51220.
Priority 7: Local Indicator/Programs/Services developed and provided to unduplicated pupils	100% of our students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.	100% of our students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.			100% of the students have access to nutrition and food services meeting the guidelines of USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250.
Priority 7: Local Indicator/Programs/Services developed and provided to individuals with exceptional needs	Our students with disabilities are 6.10% met or exceeded the standards in ELA and are 3.61% met or exceeded the standards in Math as indicated on the CAASPP database.	Our students with disabilities are 2.94% met or exceeded the standards om ELA and are 7.35% met or exceeded the standards in Math, as indicated on the 2020/21 CAASPP database.			WUSD would like our students with disabilities to be 8% met or exceeded the standards in ELA and are 5% met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.

Actions

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

Action #	Title	Description	Total Funds	Contributing
1.2	First and Second Year Teachers in CA Induction Program	The District will provide a culturally responsive Teacher Induction Program for all new first and second year teachers to ensure that they meet the necessary requirements to become appropriately credentialed.	\$30,346.00	No
1.3	Staffing for Data Driven Instructional Cycle	Hire or assign certificated staff as an Intervention/Data Coach to facilitate district assessment schedules and interventions at each site. One full time coach in math and ELA and 1-2 part-time certificated staff coaches for each campus. Other duties include providing support to staff with data analysis from various sources and intervention strategies.	\$160,000.00	Yes
1.4	Implement Grading Practices Focused on Learning	Provide PD for staff on grading practices.	\$15,000.00	Yes
1.5	Implement District Formative Assessment Model	Ongoing professional development for data analysis and intervention planning.	\$15,000.00	Yes
1.6	Access to Technology and Project Based Learning	WUSD will increase access to technology and project based learning and implement the WUSD Technology Scope and Sequence for K-12.	\$185,000.00	Yes
1.7	Adopted Instructional Materials	Develop a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar (e.g. Health, Civic Curriculum, Spanish, etc.).	\$255,000.00	No
1.8	Safety Committee Team	WUSD's Safety Committee will continue to meet and purchase what is necessary to provide safety equipment for all schools (e.g Catapult, fencing, etc.).	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Nutrition	Access to healthy food and nutrition - General Fund support to the District Food Service program.	\$150,000.00	No
1.10	Professional Development for Student Information System	Provide training for staff (e.g. secretaries) to increase proficiency with instructional and support services practices and resources (e.g. Aeries).	\$15,000.00	No
1.11	Student Services	Continue to employ Library Media Techs to support our teachers and students and provide resources to improve our library services (e.g purchase library books, resource materials, etc.).	\$153,200.00	Yes
1.12	Sound Instructional Practices- Coaches	Continue to support our coaches districtwide in helping teachers research and implement new ideas, provide resources, or co-teach lessons (e.g. materials, subs, etc).	\$40,400.00	Yes
1.13	GCOE TREE Services	Continue to support our teachers by providing services and resources from GCOE.	\$3,100.00	Yes
1.14	Professional Development	Develop and implement a comprehensive teacher professional development program to support effective standards aligned instruction with a focus towards improving literacy across disciplines, strategies for the acceleration of learning, SEL strategies, and UDL and research-based best instructional practices for at-risk pupils and those with exceptional needs.		
1.15	Professional Development	Develop and implement a comprehensive teacher professional development program to support effective ELD standards alignment and instructional practices, with a focus on improving academic		

Action #	Title	Description	Total Funds	Contributing
		literacy and effective language acquisition programs and strategies to support EL students in raising achievement levels, as indicated on the CAASPP ELA and math assessments.		

Goal Analysis [2021-22]

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

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

Committed to continuous improvement and goal of establishing a High Performing District Culture with quality teaching and learning; WUSD has made significant implementation progress with Goal #1. Substantive differences in the planned actions and actual implementations of these actions include:

- The K-12 advisory committee, known as the CIA Advisory, has been established to support vertical alignment and articulation, review curricular adoptions, and advise on notable efforts and plans for continuous improvement. However, the CIA Advisory has not met monthly, as we have transitioned to a quarterly schedule for this collaborative enterprise for better efficiency.
- Beyond limited introductions in faulty meetings and PLC's, there was no formal professional development for grading practices. We were unable to recruit site teams prior to the closure for this years' J. Feldman cohort.
- WUSD did provide a limited PD opportunity for the implementation of the district-wide formative assessment program (Map Growth), with the contracted provider, which proved to be substandard. Although, having now completed four rounds of this formative assessment and having improved capacity for the program and expectations, ongoing training and support will focus on continuing to build capacity, as well as report analysis and resulting actions (i.e., student goal setting, Tier 1 and 2 interventions, etc...)

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.

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

As WUSD remains committed to continuous improvement, we celebrate our accomplishments and sustained progress towards establishing a High Performing District Culture with Quality Teaching and Learning:

- Relying on effective collaborations and PLC efforts, WUSD has initiated studies and actions in identifying Essential Power Standards and Standards-Based Grading at each grade-level (K-5), with efforts in articulation between grade-levels and MES and WIS. These initiatives are appreciated and will continue to expand.
- We have implemented our District-wide formative assessment system (Map Growth), guided by a common calendar for scheduled testing three times per year. Having now completed four rounds of this formative assessment and having improved capacity for the program and expectations, ongoing training and support will focus on

continuing to build capacity, as well as report analysis and resulting intervention (i.e., student goal setting, Tier 1 and 2 interventions, etc...). We continue to see student positive growth in our formative assessments and more immediate targeting for intervention, which should translate to growth in state assessments.

- Having completed our K-5 curriculum adoption and working to complete our K-8 science adoption, WUSD is now on schedule with a K-8 instructional materials calendar that is aligned to the state adoption cycle. With further implementation efforts (professional development and planning time), this should translate to positive growth for students in depth of knowledge and literacy skills.
- WUSD continues to utilize Catapult services for emergency notification measures, while strategic projects have improved campus safety. The completion of the fencing project at MES is planned to be followed at WIS this summer.
- Planned modernization this summer of cafeteria services at MES will help to improve quality and service for access to healthy food and nutrition.
- Professional development for staff (e.g. secretaries), to increase proficiency with instructional and support services practices and resources (e.g. Aeries), has been provided through two Aeries conferences (once in the Fall and once in the Spring). Resources remain accessible from Aeries throughout the year to provide ongoing access to this valuable training.
- WUSD has planned increases in services to Library Media Techs for additional support our teachers and students and provide resources to improve our library services (e.g purchase library books, resource materials, etc.). This action is in correlation to provide support to our TK-3 Literacy initiative.

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

In this comprehensive needs assessment, coupled with our focus on continuous improvement; the following changes were made to the planned goal, metrics, desired actions, or outcomes for the coming year:

- The K-12 advisory committee, known as the CIA Advisory, has been established to support vertical alignment and articulation, review curricular adoptions, and advise on notable efforts and plans for continuous improvement. In seeking better efficiency of practice, the CIA Advisory will meet quarterly instead of monthly.
- To provide consistency across the sites, additional needed updates and services to site libraries, and for support to the TK-3 Literacy initiative; WUSD will increase services to Library Media Techs to support our teachers and students and provide resources to improve our library services (e.g purchase library books, resource materials, etc.).
- The addition of action 1.14, to address the need for the development and implementation of a comprehensive teacher professional development program to support effective standards aligned instruction with a focus towards improving literacy across disciplines, strategies for the acceleration of learning, SEL strategies, UDL and research-based best instructional practices for at-risk pupils and those with exceptional needs, and effective language acquisition programs and strategies. This will reinforce our efforts to establish a High Performing District Culture with Quality Teaching and Learning.

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

Goals and Actions

Goal

Goal #	Description
2	<p>All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At risk students will be identified by certificated staff using various assessments to provide academic support at each site.</p> <p>(Priority 4 - Pupil Achievement and Priority 8 - Other Pupil Outcomes).</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/ ELA SBAC results.	WUSD is 30.98% met or exceeded the standards in ELA as indicated on the CAASPP database.	WUSD (grades 3-8) is 24.25% met or exceeded standards in ELA as indicated on the CAASPP database for 2020/21.			WUSD would like to be 40% or higher met or exceeded the standards in ELA as indicated on the 22-23 CAASPP database.
Priority 4: State Indicator/Academic Indicator/Mathematics SBAC results.	WUSD is 19.58% met or exceeded the standards in Math as indicated on the CAASPP database.	WUSD (grades 3-8) is 18.5% met or exceeded standards in Math as indicated on the CAASPP database for 2020/21.			WUSD would like to be 28% or higher met or exceeded the standards in Math as indicated on the 22-23 CAASPP database.
Priority 4: State Indicator/Academic Indicator/English	WUSD ELs are at 49% making progress towards English	Assessment results used to produce the Academic Indicator			WUSD would like our ELs at 60% making progress towards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Progress Indicator	language proficiency from the 2019 Dashboard.	and the English Learner Progress Indicator (ELPI) were not available in 2020 due to the suspension of the: California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments of California (ELPAC). ELs earning: 1's = 19.4%, 2's = 38.8%, 3's = 32.1% and 4's = 9.7% on the 2020/21 Summative ELPAC.			English language proficiency from the 2023 Dashboard.
Priority 4: State Indicator/Academic Indicator/Summative ELPAC proficiency rates	WUSD ELs taking the Summative ELPAC are 8.40% Proficient as indicated on the CAASPP/ELPAC database.	WUSD ELs taking the Summative ELPAC are 9.7% Proficient, as indicated on the CAASPP/ELPAC database for 2020/21.			WUSD would like our ELs taking the Summative ELPAC to be 12% Proficient as indicated on the 22-23 CAASPP/ELPAC database.
Priority 4: State Indicator/Academic Indicator/Reclassification rates.	WUSD reclassification rate for ELs is 17.1% as indicated on 19-20 Dataquest-EL Annual RFEP Counts.	WUSD reclassification rate for ELs is 2.7% as indicated on 2020/21 Dataquest-EL Annual RFEP Counts.			WUSD would like our reclassification rate for ELs to be 20.1% or higher as indicated on the 2023 Dataquest-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					EL Annual RFEP Counts.
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/AP pass rate	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 7% as indicated on the 2018-19 College Board Reports.	WUSD students passing with a 3, 4, or 5 overall on the Advanced Placement Test is 5.3%, as indicated on the 2020/21 College Board reports.			WUSD would like our students passing with a 3, 4, or 5 overall on the Advanced Placement Test to be 10% or more as indicated on the 2022-23 College Board Reports.
Priority 4: State Indicator/College and Career Indicator/EAP-11th grade SBAC results	WUSD 11th grade SBAC scores in ELA is 51.33% met or exceeded the standards and Math is 15.18% met or exceeded the standards as indicated in the 2018-2019 CAASPP test results.	WUSD 11th grade SBAC scores in ELA is 47.36% met or exceeded the standards and Math is 13.04% met or exceeded the standards, as indicated in the 2020/21 CAASPP test results.			WUSD would like our 11th grade SBAC scores in ELA to be 54.33% or higher met or exceeded the standards and Math to be 18.18% or higher met or exceeded the standards as indicated in the 2022-2023 CAASPP test results.
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/Career pathway completion	WUSD students who graduate completing a CTE pathway sequence is 66 students as indicated on the 19-20 Aeries Gradebook.	WUSD students who graduated completing a CTE pathway sequence is 61 students for 2020/21, as indicated in the CALPADS database (3.19).			WUSD would like the number of students who graduate completing a CTE pathway sequence to be 81 students or more as indicated on the 2023-2024 Aeries Gradebook.
Priority 4: State Indicator/Academic Indicator/College and	Willows High School number of attendees in a junior college	Willows High School number of attendees in a junior college			Willows High School would like the number of attendees in a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Indicator/Dual Enrollment completion rate	program is 8.5% (42 students) as indicated on the 2020-2021 class rosters.	program is 23.7% (117 students), as indicated on the 2021/2022 class rosters.			junior college program to be 57 students as indicated on the 2023-2024 class rosters.
Priority 4: State Indicator/Academic Indicator/College and Career Indicator/A-G course completion	WUSD students graduating with A-G requirements is 28% total, as indicated on 2018-2019 Dataquest.	Utilizing the four-year adjust grad cohort in Dataquest, WUSD students graduating with A-G requirements is 41.7% for 2021			WUSD would like to see students graduating with A-G requirements be 86% or higher, as indicated on the 2022-2023 Dataquest.
Priority 8: Local Indicator/Other student outcomes (Local Assessments, Interims, Maps, etc.)	WUSD is at a 98% participation rate in ELA and Math testing as indicated in 2019 Dataquest's Participation rate.	WUSD participation rate in ELA and Math testing is: 94% in ELA and 92.8% Math, as indicated in Dataquest's Participation rate			WUSD would like to maintain a 98% or better participation rate in ELA and Math testing as indicated in 2023 Dataquest's Participation rate.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Students	WUSD will utilize Rosetta Stone for the newcomers to enhance their English skills and provide supplemental materials for ELD teachers (e.g. Flocabulary, etc.)	\$15,000.00	Yes
2.2	Strategic Support for At Risk Students - ELA and Math	MES and WIS - Purchase FOCUS intervention curriculum in ELA and math.	\$14,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Training for all Test Site Administrators	All testing site coordinators will be required to attend state trainings (ELPAC, CAASPP, CST, etc.) and purchase materials necessary to help them lead their staff.	\$7,500.00	Yes
2.4	Strategic Support for At Risk Students - ELA and Math	Identify and purchase supplemental instructional materials to increase support for at-risk students, with emphasis on ELA and Math (Reflex Math, No Red Ink, Get More Math, etc).	\$50,000.00	Yes
2.5	Strategic Support for At Risk Students - ELA and Math	Murdock Elementary - Maintain staffing and class sizes at levels to ensure 1st best instruction.	\$2,403,445.00	Yes
2.6	Strategic Support for At Risk Students - ELA and Math	Hire one math and two ELA intervention teachers at Murdock and hire one math and one ELA intervention teacher at WIS; as referenced in 2.16 and 2.17	\$150,000.00	Yes
2.7	Strategic Support for At Risk Students - ELA and Math	Explore hiring resident substitutes for 2021-22 to ensure coverage of regular education classes and to allow for PD, collaboration and data analysis during the instructional day (under consideration). Costs to be determined if this action is implemented.		No
2.8	Strategic Support for At Risk Students - ELA and Math	Provide furniture and facilities space to support small group student interventions.	\$150,000.00	Yes
2.9	Strategic Support for At Risk Students - ELA and Math	WIS - Strategic and intensive ELA and math support (lab) classes.	\$75,000.00	Yes
2.10	Strategic Support for At Risk Students - ELA and Math	Provide Saturday School and Anytime School opportunities for credit / ADA recovery and intervention support at all schools	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Strategic Support for At Risk Students - ELA and Math	WIS - Back to School math and ELA two week "Boot Camps" to provide support for below grade level students.	\$15,000.00	Yes
2.12	Strategic Support for At Risk Students - ELA and Math	Hire a District-wide Distance Learning / Long Term Independent Study Teacher to ensure instructional options for students need an alternative learning model. Additional staff may be hired based on program need.	\$95,000.00	No
2.13	Strategic Support for At Risk Students - ELA and Math	Purchase Edgenuity (online learning platform) for credit recovery (WHS) and distance learning (District-wide) needs.	\$35,000.00	Yes
2.14	Strategic Support for At Risk Students - ELA and Math	Purchase Read 180 and/or other supplemental program(s) to increase supports for students who are not reading at their grade level.	\$100,000.00	Yes
2.15	Strategic Support for At Risk Students - ELA and Math	Employ one teacher for a 2 week incoming Frosh Summer Boot Camp for ELA math support.	\$15,000.00	Yes
2.16	Strategic Support for At Risk Students - ELA and Math	Hire three (3) math intervention teachers (one per school site) to provide strategic and intensive support to students during the school day.	\$285,000.00	Yes
2.17	Strategic Support for At Risk Students - ELA and Math	Hire an four (4) English intervention teachers to provide strategic and intensive support to students during the school day.	\$380,000.00	Yes
2.18	ELD Students	Continue to provide materials and resources to increase successful outcomes for English Learner students	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.19	ELD Students	Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.	\$100,000.00	Yes
2.20	Foster/Homeless Youth Services	WUSD will monitor and provide necessary resources for our Foster/Homeless Youth. This may include supplies (e.g. backpacks) and transportation (e.g. bus tickets).	\$20,000.00	Yes
2.21	Implement College and Career Readiness Curriculum	Professional development for MES and WIS teachers regarding utilizing college and career readiness curriculum and resources for elementary and middle school students.	\$15,000.00	Yes
2.22	Implement College and Career Readiness Curriculum	Implement K-12 college and career readiness curriculum.	\$30,000.00	Yes
2.23	Implement College and Career Readiness Curriculum	College and career readiness professional development for district teachers and counselors and 2 college and career techs.	\$10,000.00	Yes
2.24	Student Support Services	Continue to employ paraprofessionals to work with our students in groups and individually.	\$250,000.00	Yes
2.25	Testing Materials and Supplies	Continue to purchase necessary equipment, materials, supplies to help with student achievement (e.g. headphones, snacks, etc.).	\$10,000.00	No
2.26	CTE Pathways	WUSD will continue to investigate the possibility of adding additional CTE Pathways (e.g. courses) - implementation timeline and costs unknown at this time.		No

Action #	Title	Description	Total Funds	Contributing
2.27	Opportunity Program	Continue to provide Opportunity Classrooms (e.g. Opportunity teacher/s/) and programs in our district and purchase materials and supplies to support the students.	\$240,000.00	No
2.28	Support for After-School Program	Continue to support our after-school programs SPARK/ASAP by providing professional development to staff, purchasing materials and supplies, engaging families and community, providing resources to bridge student needs from the instructional day to the after school programs, etc.	\$190,000.00	No
2.29	Student Support Services	Increase all paraprofessionals from 193 to 195 days to support preparation and professional development, with an increase in the numbers of instructional aides for grades TK-3 (from 3 at 3.9 hours per day, to 10 at 6 hours per day).		
2.30	Support for After-School Program	Increase accessibility to extended day programs for students in TK-6; providing expanded high quality programs that include a safe and supportive environment, active and engaging learning, skill building, youth voice and leadership, healthy choices, and access and equity.		

Goal Analysis [2021-22]

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

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

Committed to continuous improvement and goal of providing all students access to grade-level classes and high school students enrolled in college or academic/CTE aligned course sequences, while at-risk students are identified by certificated staff using various assessment to provide academic support; WUSD has made significant implementation progress with Goal #2. Substantive differences in the planned actions and actual implementations of these actions include:

- WUSD has increased the number of portals on Rosetta Stone for our newcomers, to enhance their English skills. For the 2022/23 school year, this number will be increased to double the number of portals for student access. This should aid in the acquisition and language development, to support and improve student ELPI performance.
- Despite our efforts to advertise and recruit, WUSD was able to hire only one math and one ELA intervention teacher, for both MES, WIS, and WHS. This was due to the lack of qualified applicants, statewide.
- Although planned for 2022/23, WUSD did not provide Back-to-School math and ELA “Boot Camps” for WIS or for incoming freshman at WHS. The challenge for this action was principally due to the lack of qualified staffing.
- WUSD did not purchase Read 180 or similar product to increase supports for students who are not reading at their grade level. In planning for this, largely through the TK-3 Literacy initiative, WUSD is investigating alternative approaches and programs to pilot in the 2022/23 school year.
- Supporting the college and career program at WHS, WIS has initiated the implementation of the Get Focused-Stay Focused program, with ongoing professional development for teachers, counselors, and career techs to follow.
- In an effort to increase paraprofessional aide support and requisite professional development, action item 2.24 is being correlated to 2.29; where WUSD will increase all paraprofessionals from 193 to 195 days to support preparation and professional development, with an increase in the numbers of instructional aides for grades TK-3 (from 3 at 3.9 hours per day, to 10 at 6 hours per day).
- Utilizing a districtwide formative assessment platform to aide in the identification of at-risk students, as well as the implementation of ELA and mathematics has demonstrated promising growth in student achievement, which should provide similar translation to state assessment results.

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.

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

Taking into account the limited 10 months with this strategic goal in place, along with the ongoing disruptions of the pandemic, WUSD remains committed to continuous improvement and celebrating our accomplishments and sustained progress towards ensuring that all students have access to grade-level classes and high school students are enrolled in college or academic/CTE aligned course sequences, while at-risk students are identified by certificated staff using various assessment to provide academic support. The effectiveness of specific actions, demonstrating progress towards this goal are noted below:

- The utilization of EL strategies (i.e., sheltered ELD support classes, use of Rosetta Stone and other additional materials and resources to support language acquisition, increased instructional aide support in ELD classes, ELA and math interventions, etc...) have played a significant role in the 1.3% increase of EL students scoring proficient, as indicated on the CAASPP/ELPAC for 2020/21.
- Continuing to provide additional access for college-level coursework during the school day, through articulation or dual enrollment, for all students. This is evidenced by the increase of 75 students taking part in a junior college program, a total of 117 students in 2021/22, as compared to 42 students in 2020/21. This commitment in providing access serves to bolster the dedication in “All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences”.
- Providing the additional support of interventions, credit recovery options to recover A-G courses, providing materials and resources to increase successful outcomes for English Learner students, Implementing K-12 college and career readiness curriculum, and counseling professional development and requisite services; have aided in the increase of A-G rates for graduating students, increasing 13.7% (41.7% in 2021), from the baseline of 28% in 2019.

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

In this comprehensive needs assessment, coupled with our focus on continuous improvement; the following changes were made to the planned goal, metrics, desired actions, or outcomes for the coming year:

- To meet the needs of an increasing number of EL students, WUSD has increased the number of portals on Rosetta Stone for our newcomers, continue to provide additional materials and resources, and maintain additional Instructional Aide staffing to provide greater support to ELD/bilingual programs; to enhance their English skills expedite language acquisition. Analysis of student achievement results indicates a strong correlation, where students who have been reclassified as English proficient (RFEP) are demonstrating exceptional results in state testing administrations. For the 2022/23 school year, this number will be increased to double the number of portals for student access. This should aide in the acquisition and language development, to support and improve student ELPI and state testing performance.
- Despite lagging state testing results, given the disruptive nature of the ongoing pandemic and the recent implementation of intervention efforts, WUSD remains committed to investing in early and ongoing academic intervention practices (strategic supports), to support student learning and achievement.
- Increased paraprofessional aide support to allow for preparation and professional development, to support WUSD’s TK-3 Literacy initiative, where all students will be reading at grade-level by third grade.
- Addition of action to highlight the increased accessibility to extended day programs for students in TK-6; providing expanded high quality programs that include a safe and supportive environment, active and engaging learning, skill building, youth voice and leadership, healthy choices, and access and equity.

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

Goals and Actions

Goal

Goal #	Description
3	The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement. Priority 3 - Parental Involvement, Priority 5 - Pupil Engagement and Priority 6 - School Climate.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD is at a 4- Full Implementation in Parent and Family Engagement as indicated on the 20-21 Dashboard Local Indicator.	WUSD is a 4-Full Implementation in Parent and Family Engagement, as indicated on the 2021/22 LPI Survey Tool.			WUSD would like to be at a 5- Full Implementation and Sustainability in Parent and Family Engagement as indicated on the 22-23 Dashboard Local Indicator.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	WUSD did not provide any Parent Education Nights for unduplicated pupils in the 20-21 school year.	WUSD provided Parent Education Nights that included PIQUE at WHS, two FAFSA support events and three LCAP advisories, and three Parent			WUSD would like to provide at least two or more Parent Education Nights for unduplicated pupils in the 23-24 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Academies in the 2021/22 school year.			
Priority 5: Local Indicator/SWD Graduation Rate	WUSD graduation rate for individuals with exceptional needs are above 85.7% as indicated on the 20-21 Special Education Plan.	WUSD graduation rate for individuals with exceptional needs are above 85.7%, as indicated on the 2020/21 Special Education Plan.			WUSD would like to see the graduation rate for individuals with exceptional needs be maintained at the 85.7% or better as indicated on the 22-23 Special Education Plan.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rate	WUSD Chronic Absenteeism rate is 12.8% as indicated on the 18-19 Dashboard.	WUSD chronic absenteeism rate is list in Dataquest as 31.5% for 2020/21.			WUSD would like the Chronic Absenteeism rate to be 9% or lower as indicated on the 22-23 Dashboard.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	WUSD graduation rate is 87.7% as indicated on the 18-19 Dashboard.	WUSD graduation rates is 88.3% as indicated on the 2020/21 Dashboard.			WUSD would like the graduation rate to be 90.7% or higher as indicated on the 22-23 Dashboard.
Priority 5: Local Indicator/Middle school dropout rate	WUSD is 0% dropout rate at the middle school as indicated on the 2019-2020 CALPADS reports.	WUSD has a 0% dropout rate at the middle school, as indicated in the 2020/21 CALPADS reports.			WUSD would like to maintain a 0% dropout rate at the middle school as indicated on the 2022-2023 CALPADS reports.
Priority 5: Local Indicator/High school dropout rate	WUSD had 6.5% (8 students) dropout at the high schools as indicated on the 19-20 CALPADS report 1.12.	WUSD had 3.5% (4 students) dropout at the high schools, as indicated on the 2020/21 CALPADS report (1.12).			WUSD would like to have no students dropout at the high schools as indicated on the 22-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					CALPADS report 1.12.
Priority 6: State Indicator/Student Suspension Indicator	WUSD suspension rate for how many students suspended at least once is 5.5% as indicated on the 18-19 Dashboard.	WUSD suspension rate for how many students were suspended at least once, is 2.4% for 2020/21, as indicated on the Dashboard.			WUSD would like the suspension rate to be 2% suspended at least once as indicated on the 22-23 Dashboard.
Priority 6: Local Indicator/Local tool for school climate	WUSD students perceive school to be safe are as followed from the 19-20 CA Healthy Kids Survey: 7th grade (53%), 9th grade (60%), 11th grade (48%), and WCHS (62%).	WUSD students perceive school to be safe are as followed from the 19-20 CA Healthy Kids Survey: 7th grade (53%), 9th grade (60%), 11th grade (48%), and WCHS (62%).			WUSD would like the students to perceive school to be safe in the following 23-24 CA Healthy Kids Survey: 7th grade (56%), 9th grade (63%), 11th grade (51%), and WCHS (65%).
Priority 6: Local Indicator/Expulsion rate	WUSD expulsion rate is 0% as indicated on the 19-20 Dataquest Expulsion Rate Report.	WUSD expulsion rate is 0%, as indicated on the 2020/21 Dataquest Expulsion Rate Report.			WUSD would like to maintain the 0% expulsion rate as indicated on the 22-23 Dataquest Expulsion Rate Report.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	WUSD average attendance rate is 85% as indicated on Aeries--Daily Apportionment by Month Report.	WUSD average attendance rate is 84.5%, as indicated on AERIES-Daily Apportionment by Month Report.			WUSD would like our average attendance rate to be 92% or better as indicated on the 23-24 Aeries--Daily Apportionment by Month Report.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Personalized Graduation Plans for Grades 7-12	Provide professional development for district counselors to guide students in development and implementation of personalized graduation plans.	\$5,000.00	Yes
3.2	Pathways to Viable Careers	Hire two (2) part time classified Career Technicians to promote and track CTE pathway completion (all sites).	\$75,000.00	No
3.3	Personalized Graduation Plans for Grades 7-12	Purchase 9th grade "Get Focused...Stay Focused" curriculum and implement ongoing units of study in grades 10-12.	\$10,000.00	No
3.4	Community Outreach	Implement a Director of Student, Family & Community Engagement position to provide attendance oversight & outreach, coordination of truancy mitigation, and to expand efforts to ensure engagement in our school community. Provide materials and resources for these activities.	\$190,000.00	Yes
3.5	Community Outreach	Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.	\$85,000.00	Yes
3.6	Community Outreach	WUSD will continue to communicate with parents using a variety of media sources (e.g. Blackboard, letters, etc.).	\$15,000.00	No
3.7	Community Outreach	WUSD will provide Parent Education Nights with an emphasis for our subgroups (CTE Pathways, Information Nights for undocumented subgroups, etc.).	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Environmental Camp	Murdock Elementary School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp.	\$13,000.00	Yes
3.9	River Jim	Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip.	\$5,000.00	Yes
3.10	Attendance	WUSD will develop and implement Positive Attendance Programs to encourage student engagement in the school community.	\$5,000.00	Yes
3.11	Social and Emotion Learning	WUSD will provide academics, behavioral, and social-emotional learning programs.	\$35,000.00	Yes
3.12	Student Services	Continued to employ counselors to support all our students socially, emotionally, and academically.	\$475,000.00	No
3.13	Health Aide Services	Continue to employ a nurse districtwide and additional health aide(s) as needed. Continue to provide supplies and materials needed to support student health services.	\$200,000.00	No
3.14	Student Support Services	Provide positive alternatives to school suspension/discipline.	\$5,000.00	Yes
3.15	Outdoor Education, Science, Nutrition	WUSD will continue to support the Murdock Elementary School Garden by providing an allocation for materials and supplies.	\$1,000.00	Yes
3.16	Student Support Services	Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to "at-promise" students.		

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Striving for continuous improvement with the goal of developing and maintaining a systematic method for partnering with students, parents, county resources and community members to improve student engagement; WUSD celebrates substantial growth in the initial implementation of practices of systematic methods for partnering with educational partners. We look forward to the continued growth and positive outcomes derived from these ongoing efforts. Substantive differences in the planned actions and actual implementations of these actions include:

- WUSD was able to secure one Career Tech, serving both WHS and WIS. We continue to look for additional support, but continue to be challenged with the lack of qualified applicants.
- Beyond initial PBIS and other committee efforts, WUSD has not implemented a formal SEL program. In collaboration with GCOE, WUSD will implement an ongoing MTSS training program for all staff, as well as site SEL implementation team training for selection of a formal SEL program for 2022/23, working through the NorCal ELC project.

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.

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

Considering the limited 10 months with this strategic goal in place, along with the ongoing disruptions of the pandemic, WUSD remains committed to continuous improvement and celebrating our accomplishments and sustained progress towards developing and maintaining a systematic method for partnering with students, parents, county resources and community members to improve student engagement. The effectiveness of specific actions, demonstrating progress towards this goal are noted below:

- While the Parent Engagement team's efforts to provide parent and community support through weekly meetings at Cedar Hill's and monthly Parent Academy nights, site and counseling department activities included a Parent Institute for Quality Education (PIQE) collaborative and multiple education nights for parents (re: FAFSA and

college applications). In addition, educational partners also actively participated in five LCAP advisory meetings, not including Site Councils, ELAC meetings and DELAC meetings. This shows substantial growth to this metric from the baseline.

- Graduation rates showed an increase of .6% in 2021, while maintaining a 0% dropout rate at the middle school.
- WUSD suspension rates declined 3.1% from 2018/19, to 2.4% in 2020/21. This demonstrates progress with PBIS measures, and should continue with the planned growth in efforts surrounding MTSS and SEL implementations.
- Efforts to implement personalized education plans for each student and professional development for district counselors is scheduled for 2022/23, with the implementation of Major Clarity and Hatching Results training.
- The Director of Student, Family & Community Engagement has been highly effective, working in coordination with the Parent Engagement Team's two Bilingual Community Liaisons. Due to retirement, the Director of Student, Family & Community Engagement responsibilities will be assumed by the Director of Instructional Services.
- WUSD remains committed to providing experiential learning opportunities for our student, as demonstrated primarily through the Shady Creek Environmental Camp for 5th grade students at MES, the opportunity for 6th grade students to participate in the River Jim program, and ongoing support for the Murdock Garden.
- WUSD sites continue to develop student recognition programs to celebrate positive attendance and engagement, including student rewards and celebrations (luncheons).
- With student health and safety as the priority, WUSD continues to employ a nurse and health aide districtwide, with access to supplies and materials needed to support student health services.

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

In this comprehensive needs assessment, coupled with our focus on continuous improvement; the following changes were made to the planned goal, metrics, desired actions, or outcomes for the coming year:

- WUSD will continue to endeavor in our search for an additional Career Tech, to fully staff for this action item. This will provide staffing to fully address our strategy/action in meeting the need of career and CTE pathway promotion at all sites.
- Due to retirement, the Director of Student, Family & Community Engagement responsibilities will be assumed by the Director of Instructional Services.
- WUSD will investigate alternatives to Blackboard, allowing for more efficiency and greater flexibilities in communicating with educational partners.
- Altering the summary of Action 3.1, to clarify that WUSD has selected and will be implementing Major Clarity to provide support for the development of student educational plans, college planning, and career educational activities; with the benefit of providing student and parent/guardian access and interactivity to the platform.
- Addition of 3.16, providing and maintaining Behavioral Intervention aide at MES, to support SEL, counseling, and PBIS services to "at-promise" students.