Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Woodland Joint Unified School District (WJUSD) serves students (10,041) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Woodland is a vibrant agricultural community with a rich tradition of community members supporting the teaching and learning of all students. The District runs a fully accredited, robust educational program, with preschools and transitional kindergarten, 10 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and alternative educational options including Home/Hospital, K-8 Home Study, and Community Day School, with a new school (Spring Lake Elementary) opening in Fall 2018. Services within these schools are provided to all students, including English Learners, Low Income students, Foster and Homeless students, students with special needs, and students who are chronically absent.

Enrollment in the District remains flat, while the population of the City of Woodland is increasing due to new housing developments in the southeast portion of the city. The new school, Spring Lake Elementary, will open in Fall 2018, with enrollment in grades TK-3.

A breakdown of student enrollment for the 2017-18 school year follows.

African American 138 (1.4%)
American Indian 54 (.5%)
Asian 519 (5.2%)
Filipino 63 (.6%)
Hispanic/Latino 6835 (68%)
Pacific Islander 38 (.4%)
White 2177 (22%)
Two or More Races 142 (1.4%)
Not Reported 75 (.7%)

Socioeconomically Disadvantaged 6584 (66%)
English Learner 2461 (25%)
Students with Disabilities 1211 (12%)
Foster 67 (.7%)
Homeless 234 (2.3%)
Migrant 200 (2%)

Total 10,041

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2018-19 Local Control Accountability Plan for the Woodland Joint Unified School District continues to build on the work that was initiated in the 2017-18 school year. This upcoming year's plan is the second year in a three year plan, so the goals and actions remain the same, reflecting a commitment to long term growth and sustainability. There are reductions in some expenditures which reflect a move towards fewer contracts with outside vendors, and a commitment to providing in-house and local professional learning wherever possible.

The 2018-19 LCAP addresses the 4 Principles outlined in the English Learner Roadmap, which was recently developed by the California Department of Education. The 4 Principles include: (1) Assets-Oriented and Needs-Responsive Schools; (2) Intellectual Quality of Instruction and Meaningful Access; (3) System Conditions that Support Effectiveness; and (4) Alignment and Articulation Within and Across Systems. These principles are reflected especially within Goals 1, 2, and 4.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators, the Woodland Joint Unified School District is most proud of our:

Alignment of Career Technical Education pathways and development of course outlines that meet the 2013 Model CTE Standards

Coherent professional learning to support the district instructional focus, which has been defined as: All learners co-construct meaning and demonstrate deep understanding through relevant, rigorous, and inquiry based learning tasks aligned to standards

Decrease in chronic absenteeism

Decreases in suspensions

Decrease in expulsions

Development of Ethnic Studies course options to support the Ethnic Studies graduation requirement; development of a statement of purpose and standards for Ethnic Studies courses

Development and consistent use of common district assessments in Reading, Math, and Social-Emotional well-being

Development of a Memorandum of Understanding for dual enrollment with Woodland Community College

Development of partnerships with community organizations and agencies, including a partnership with the City of Woodland to establish Summer at City Hall

Increases in the number of parent workshops through Parent Empowerment

Increases in the Graduation Rate for English Learner, Low Income, and Students with Disabilities

Increase in the number of students meeting a-g requirements

Increase in the number of students at the Prepared level on the College and Career Indicator

Increase in the number of State Seals of Biliteracy awarded

The district plans to maintain and build upon these successes by continuing the implementation of each, supported by metrics and actions that are clear, doable, and measurable.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Needs as seen in the Dashboard are the English Learner Progress and the Academic Indicators for English Language Arts (ELA) and Math, all of which received a level of Orange on the Fall 2017 California School Dashboard release. Unfortunately, the district declined in English Learner Progress and on the Academic Indicator for ELA.

Results from classroom walkthroughs and from surveys of site administrators corroborate the Dashboard data. District Educational Services staff and Site Administrators have engaged in classroom walkthroughs throughout the school year. Overall, the results from these sources show that the district, in providing standards-aligned materials for ELA (K-6) and Math (K-12) has made progress in the implementation of the Common Core State Standards and the English Language Development Standards (aligned to ELA), but in many classrooms, the tasks that students are engaged in are not aligned to the depth and rigor of the standards. In order to move that progress forward into full implementation, the district must continue to provide opportunities for professional learning which is grounded in best practice and focuses on rigorous, authentic tasks aligned to standards. In addition to providing professional learning opportunities, the district must also continue to implement policies and procedures which support the continued professional learning of

both teachers and administrators with a focus on improving instruction, through activities such as focused classroom walkthroughs, teacher collaboration time, and peer coaching.

In the content areas, the district must make progress towards implementing standards-aligned instructional materials, coursework, and professional learning, since the district is currently in the very early stages of development, especially in Science, Social Studies, Health, and World Language.

There is also a significant academic achievement gap between All Students and English Learners and Students with Disabilities. The district is committed to ensuring that every student regardless of language status or disability receives high quality teaching and learning, through ongoing professional learning, data analysis, and classroom walkthroughs that produce feedback for teachers.

Other areas that need improvement are in Chronic Absenteeism and Suspensions. WJUSD's Chronic Absenteeism rate for 2016-17 was 12.8%, which is higher than Yolo County (11.4%) and California (10.8%). In suspensions, the district received a Yellow because the suspension rate is High, but the rate has declined. Overall numbers of suspensions have decreased by approximately 30% each year for the past three years. However, several student groups are Red (Foster Youth, African American, Pacific Islander, Two or More Races) and Orange (Students with Disabilities, White).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Academic Indicator: the California School Dashboard and results from the California Assessment of Student Performance and Progress show that all student groups, except for Asian, Filipino, and White Students, are at the Low or Very Low levels of performance in English Language Arts and in Math.

Suspension Indicator: There is a performance gap between All Students and Foster Youth, African American students, Pacific Islander students, and Two or More Races students.

Graduation Rate Indicator: There is a performance gap between All Students and Students with Disabilities, and White Students.

WJUSD will provide strategic professional learning to inform instructional practice in regards to aligning rigorous instruction to California Standards, the use of effective pedagogy to increase language acquisition for English Language Learners, scaffolded interventions for students with disabilities, and approaches for using restorative practices inclusive of PBIS strategies to create environments and cultures of learning.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

WJUSD recognizes the unique needs of low-income students, English Learners, and foster youth. (1) In support of low income and all students, we will continue to provide tiered interventions and academic support to ensure that all students regardless of background are afforded access and opportunity. (2) We will continue to provide professional learning opportunities that support adult learning, including a district wide instructional focus that serves as the framework for organizing adult and student learning. (3) We will continue to identify and support foster and homeless students at all schools to receive appropriate supports and interventions for their learning and (4) we will also refine and adjust support for teachers and leaders in identifying and implementing integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD framework. (5) We will increase and improve active stakeholder involvement, by engaging with our families and community in relevant and meaningful ways. We have Parent Empowerment, which provides workshops for parents, including a Club de Lectura for Spanish-speaking parents. We also have started an Ethnic Studies Advisory Committee which met six times during 2017-18; the Ethnic Studies Committee is made up of stakeholders representing diverse community interests, including teachers, administrators, board members, community college faculty, and community members.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$111,230,291
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$16,077,056.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Costs not included in LCAP and covered by the District's General Fund Budget include, but are not limited to:
(1) teacher salaries = $32,720,828 (35%)
(2) administrator salaries = $5,193,375 (5%)
(3) staff salaries = $8,554,771 (9%)
(4) student transportation costs = $3,128,634 (3%)
(5) maintenance of facilities = $7,017,945 (7%)
(6) special education costs = $17,432,455 (18%)
(7) all others = $21,899,033 (23%)

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$92,310,236

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Board Goal 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Appropriately credentialed and assigned teachers. **17-18** 100% of teachers are appropriately credentialed and assigned. **Baseline** 99.49% of teachers are appropriately credentialed and assigned.	97% of teachers are appropriately credentialed and assigned.
Metric/Indicator Student access to instructional materials and supplies. **17-18** 100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution. **Baseline** 100% of students have access to board-adopted instructional materials and supplies.	100% of students have access to board-adopted materials and instructional supplies.

Expected	Actual
Metric/Indicator School facilities maintained and in good repair. **17-18** 50% of sites have an exemplary rating. **Baseline** 24% of sites have an exemplary rating.	0% of sites have an exemplary rating. Of all of the 15 schools rated on the Facilities Inspection Tool in Fall 2017, 3 received a "Poor" rating, 7 received a "Fair" rating, and 5 received a "Good" rating.
Metric/Indicator Implement a common district instructional focus representing the application of 21st Century skills. **17-18** Develop district instructional focus and provide training so that 100% of staff can articulate and provide an example of how their student learning targets and outcomes are tied to the district instructional focus. **Baseline** A common definition of 21st Century skills and a common district instructional focus that is tied to student learning targets and outcomes is in progress.	District and school administrators are collecting evidence of the instructional focus by engaging in classroom walkthroughs, calibrating on their observations, and providing feedback to teachers. Evidence that 100% of staff can articulate the district instructional focus is not yet available. Evidence that 100% of staff can articulate a common definition of 21st Century skills and how they are embedded in the district instructional focus is not yet available.
Metric/Indicator Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework. **17-18** 50% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 40% are at a Depth of Knowledge (DOK) level 3 or 4. **Baseline** Based on classroom observations and analysis of Units of Study, not all learning is rigorous and meets grade level standards.	Site administrators are engaging in data collection activities, but there is not sufficient evidence yet to say that 50% of tasks are mostly or significantly aligned to standards.
Metric/Indicator Percentage of staff participating in professional learning. **17-18** Create a plan to provide professional learning opportunities for all staff. **Baseline** Currently professional learning opportunities do not exist to meet the needs of all staff and students. There has been no expectation that learning as a result of professional development is implemented in classroom practice.	Professional Learning is underway for Balanced Literacy, Disciplinary Literacy, Math Practices, Restorative Practices, and the Innovator Cohort (for technology practices), but not all staff are able to take advantage of this training. This is because there were limited times available for training and the number of participants was limited. Balanced Literacy professional learning was provided at five elementary sites, Disciplinary Literacy was provided at all secondary sites, and Math Practices training was provided at 6 sites (five elementary and one secondary). Restorative Practices training was provided at secondary sites. In 2018-19, these opportunities will be expanded to include as many staff who are interested in the training as possible. The district supports new teachers in the Teacher Induction

Expected	Actual
	Program by providing professional learning opportunities specific to new teachers.
Metric/Indicator Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices. **17-18** 50% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites. **Baseline** Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of student work.	PLCs at school sites include grade level teams, department teams, and school leadership teams. The district has anecdotal evidence that teams collect and analyze student work as well as achievement and other data. Teams are provided collaboration time on Wednesday afternoons. At the elementary level, most sites (8 schools) engaged in academic conferences, which are meetings between administrator and teacher teams to analyze student progress. However, there is currently no quantifiable evidence to identify the percentage of PLCs that regularly collect and analyze student work.
Metric/Indicator Percentage of students who reach growth targets on iReady and NWEA in Reading and Math. **17-18** iReady: Increase by 5% the number of students who achieve their growth target in Reading and in Math. NWEA: Increase by 5% the number of students that meet their projected growth in Reading and in Math. **Baseline** iReady: 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math. NWEA: In Reading, 25% of 7th, 46% of 8th, 52% of 9th, and 47% of 10th graders met their projected growth. In Math, 44% of 7th, 45% of 8th, 46% of 9th, and 50% of 10th graders met their projected growth.	iReady: In Reading, the following are the percentages of students by grade who met their growth target: grade 2 - 55% grade 3 - 39% grade 4 - 59% grade 5 - 53% grade 6 - 54% In Math, the following are the percentages of students by grade who met their projected growth: grade 2 - 54% grade 3 - 40% grade 4 - 55% grade 5 - 48% grade 6 - 60% NWEA: In Reading, the following are the percentages of students by grade who met their projected growth: grade 7 - 36% grade 8 - 51% grade 9 - 56% grade 10 - 54% In Language, the following are the percentages of students by grade who met their projected growth: grade 7 - 47% grade 8 - 43% grade 9 - 54% grade 10 - 70%

Expected	Actual
	In Math, the following are the percentages of students by grade who met their projected growth: grade 7 - 51% grade 8 - 56% grade 9 - 59% grade 10 - 66%
Metric/Indicator Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance Index is no longer applicable) **17-18** 5% growth over baseline. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities **Baseline** In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA. Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities	The percentage of students at the Meets and Exceeds Standards level in Spring 2017 SBAC testing for ELA was 38.5%, which was a decline from Spring 2016. On the Dashboard, the performance level is Orange for All Students, with a Status of Low, and a Change of Declined. 2016-17 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 4.9% African American students 36.3% Homeless youth 33% Foster youth 22% R-FEP students 42% Migrant students 37.1% Students with disabilities 8.3% Low income students 31.2% Gap closing metrics (to be at the level of the All Student group): English Learners = 33.6% African American students = 2.2% Homeless Youth = 5.5% Foster Youth = 16.5% Students with disabilities = 30.2% Low income students = 7.3%

Expected	Actual

Metric/Indicator
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math.

17-18
5% growth over baseline.

Gap closing metrics for:
*English Learners
*African American student group
*Homeless youth
*Foster youth
*R-FEP students
*Migrant students
*Students with disabilities

Baseline
In Spring 2016 SBAC testing, 28% of students achieved the Meets/Exceeds Standards level on SBAC Math.

Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:
*English Learners
*African American student group
*Homeless youth
*Foster youth
*R-FEP students
*Migrant students
*Students with disabilities

The percentage of students at the Meets and Exceeds Standards level in Spring 2017 SBAC testing for Math was 27.8%, which was a slight decline from Spring 2016. On the Dashboard, the performance level is Orange for All Students, with a Status of Low, and a Change of Maintained.

2016-17 performance for student groups was as follows:

English Learners 6.1%
African American students 14.3%
Homeless youth 21%
Foster youth 16%
R-FEP students 29%
Migrant students 27%
Students with disabilities 6.2%
Low income students 21%

Gap closing metrics (to be at the level of the All Student group):

English Learners = 21.7%
African American students = 13.5%
Homeless Youth = 6.8%
Foster Youth = 11.8%%
Migrant students = .8%
Students with disabilities = 21.6%
Low income students = 6.8%

Metric/Indicator
Show growth on the ELA and Math Academic Indicator (California School Dashboard).

17-18
Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.

Baseline
The district has a performance level of Yellow for both ELA and Math Academic Indicators. The Status is Low, but the Change is Increased, by 10.2 points for ELA and 5.5 for Math.

The ELA and Math Academic Indicators on the Fall 2017 Dashboard show a performance level of Orange for ELA (Low/Declined) and a performance level of Orange for Math (Low/Maintained)

Expected	Actual
Metric/Indicator Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC. **17-18** Performance level of Yellow, with a Status of Medium and a Change of Maintained. **Baseline** The district has a performance level of Orange for English Learner Progress. The Status is Medium, but the Change is Declined.	The Fall 2017 English Learner Progress Indicator on the California School Dashboard is Orange (Medium/Declined).
Metric/Indicator Increase the number of State Seals of Biliteracy awarded to students. **17-18** Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy. **Baseline** As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.	As of May 2018, the number of seals awarded to students receiving the State Seal of Biliteracy is 138.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement base instructional program for preK - Adult Education to include: * appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities * student-centered learning spaces and environments	The district provided the base instructional program for all preK-Adult Education students. 97% of teachers are appropriately credentialed and assigned. All students are provided with the adopted material for all courses. Facilities are maintained and repairs/upgrades are conducted as funding is available. The district has provided furniture for teachers who were interested in creating	1xxx-5xxx Supplemental/Concentration $2,913,847 Lottery funds 4000-4999: Books And Supplies Other $1,000,000	1xxx-5xxx Supplemental/Concentration $2,908,847 Lottery Funds 4000-4999: Books And Supplies Other $1,319,000 1xxx-5xxx Title II $138,250

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	student-centered learning spaces and environments.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: *develop a district-wide instructional focus and common definition of the demonstration of 21st Century skills *PLCs, lesson study, large/small/individual, coaching, observation, and feedback *strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice *develop common practices to implement rigorous tasks aligned to the ELA/ELD framework across all content areas and grade levels	The district instructional focus has been developed. In order to develop common language and understanding around the instructional focus, site administrators have engaged in learning walks this year. These learning walks have taken place formally, within Leadership Academy and during the Instructional Site Visits, and also informally, with groups of site administrators meeting together at their sites to do walkthroughs and provide feedback. The district worked with the Woodland Education Association to create a feedback form which is used by site and district administrators to provide feedback to teachers after a learning walk. The feedback form is not evaluative and includes three simple prompts: "I celebrate..., I notice..., and I wonder..."	1xxx-5xxx Supplemental/Concentration $1,226,000 1xxx-5xxx Title I $585,000 1xxx-5xxx Title II $15,000	1xxx-5xxx Supplemental/Concentration $1,360,522 1xxx-5xxx Title I $197,800

to support a district-wide instructional focus
*integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning.
*provide professional learning opportunities for classified staff to support student learning
*teachers will use intentional and on-going models and supports to scaffold language for English Learners

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   English Learners
   Foster Youth
   Low Income

Scope of Services
   LEA-wide

Locations
   All Schools

The Teaching and Learning Team has worked this year to implement new structures for professional learning, by providing opportunities for teachers to work with a consultant within a classroom setting. While there were traditional professional development offerings as well, teachers have provided good feedback on the new model. The main types of professional learning that provided job-embedded coaching were: Understanding Math Practices for grades K-7, Balanced Literacy for grades K-6, and Disciplinary Literacy for grades 7-12.
There have also been numerous opportunities for teachers to receive training in technology, including the Innovator Cohort, which has met several times this year and has created authentic work products using technology tools. The Innovator Cohort has trained teachers how to teach their students to build websites, and to challenge students with innovative design thinking projects.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college	The district gathers numerous datapoints, including benchmark and summative assessments, which are designed to provide	1xxx-5xxx Supplemental/Concentration $510,000	1xxx-5xxx Supplemental/Concentration $315,556

placement, and ELA/ELD readiness.
*Design and implement a process for monitoring systemwide progress (i.e. Learning Walks).
*Provide site funds for interventions based on student need.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
  English Learners
  Foster Youth
  Low Income

Scope of Services
  LEA-wide

Locations
  All Schools

teachers with information about student progress. 8 Elementary sites conducted Academic Conferences, which are meetings that site administrators hold with teachers to analyze student progress and plan for interventions for students who are not achieving. The use of data to analyze student progress varies by school site. In the coming year, identifying, using, and analyzing formative assessment data will be a focus for the professional learning opportunities that are provided. Additionally, all school site administrators will be expected to hold academic conferences with their teachers in 2018-19.

Site administrators have collected data on systemwide progress through Learning Walks, which have been organized formally (through Leadership Academy and Instructional Site Visits) and informally, through collegial networks among site administrators.

Site funds for interventions have been provided to sites. Site administrators outline the use of the funds in the Single Plan for Student Achievement, and may include, but are not limited to: tutoring, intervention classes, after school programs, additional materials for interventions, and additional support staff for interventions.

1xxx-5xxx Title I $43,949

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The focus for this year in Goal 1 has been improving teaching and learning, including the implementation of the district instructional focus. Since administrators needed to develop common language and understanding of the instructional focus, site administrators have been engaged in activities this year which supported their ability to provide descriptive feedback to teachers.   At monthly meetings (Leadership Academy), site administrators gather to review data on student progress, engage in professional learning around providing descriptive feedback to teachers, and calibrate on determining evidence of student learning. Site administrators have gathered both formally and informally to do Learning Walks with each other and with district administrators, as a way to improve their understanding of quality first teaching. Site administrators have made commitments to be in classrooms and to provide high quality, descriptive feedback to teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal 1 is focused on supporting high quality, effective teaching and learning in order to improve student achievement.   There are many activities which the district has engaged in to accomplish this goal, but the most impactful may be the work that district office has engaged in with site administrators. Administrators are building common understanding of the instructional focus, and have focused on teacher support to improve teaching and learning. Some of these changes are incremental, but observations and anecdotal evidence show that administrators have made being in classrooms a priority and that providing feedback to teachers is a necessary part of the process of instructional improvement. The singular focus at Leadership Academy on high quality, effective teaching and learning has had an impact on administrators, which has led to instructional improvements in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of a Federal Program Monitoring Review, Educational Services staff engaged in a review of categorical funding and expenditures. Some of the changes that were initiated and are reflected in this Annual Update included using Title II funding to pay for the Teacher Induction Program (action 1) and using Title I funding to pay for Academic Conferences for elementary schools (action 3). Another material difference between Budgeted and Actual is reflected in Action 3. At the time of plan writing in Spring 2017, the district budgeted in the LCAP for a Coordinator of Assessment, but that position was not filled when the Educational Services department was reorganized in the fall of 2018.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This school year, the district has focused on improving instruction, with a focus on quality first instruction. Through work with site administrators, district leadership has defined the district instructional focus, which is the foundation for high quality, effective teaching and learning. This goal will continue in its current form, with the associated metrics and actions.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Personalized learning plans for all students to have ownership and engagement in their college and career goals. **17-18** 50% of 7th, 9th and 12th grade students will participate in creating a personalized learning plan to develop their college and career goals. **Baseline** Currently, there are some high school students who have used the California Colleges Guidance Initiative (CCGI) to identify interests for post-secondary goals.	In this first year of implementation, the district focused on students using California Colleges Guidance Initiative (CCGI) in two grades - 9th and 12th. As of March 2018, 91% of 9th graders and 53% of 12th graders had created personalized learning plans.
Metric/Indicator Graduation requirements represent UC/CSU admission and/or industry certification.	District office have reviewed and analyzed the graduation requirements of surrounding districts, as a first step in the analysis of WJUSD graduation requirements. The district has also engaged the Career Technical Education teachers in a needs assessment designed to determine which CTE pathways currently have options for certification for students. The College and Career

Expected	Actual
17-18 District staff, faculty, and stakeholder analysis and development of WJUSD graduation requirements that support a broad course of study, including UC/CSU and/or industry certification. **Baseline** Students can earn a diploma from WJUSD that does not give them eligibility for entrance into UC/CSU and/or receive industry certification.	Articulation Team is beginning the discussion around a-g and graduation requirements.
Metric/Indicator Percentage of students completing UC/CSU A-G course requirements. **17-18** Increase by 5% the number of graduates that complete UC/CSU A-G requirements. **Baseline** 38% of graduates have met the minimum requirements for UC/CSU admission.	43% of graduates have met the minimum requirements for UC/CSU admission.
Metric/Indicator Number of pathways that result in certification in high demand, local industry sectors. **17-18** District analysis and development of a plan to align CTE courses with industry certification. **Baseline** Currently, not all Career Technical Education (CTE) courses align with industry sectors or result in certification.	Of our 12 pathways, 8 provide opportunities for certification. The 8 pathways that include opportunities for certification are: Ornamental Horticulture, Agricultural Mechanics, Food Service and Hospitality, Child Development, Cabinetmaking, Millwork, and Woodworking, Welding, Animal Science, and Networking.
Metric/Indicator Increase the number of students who are enrolled in Advanced Placement (AP) courses and pass the course with a grade of C or better. **17-18** 10% growth over baseline for enrollment in AP courses and course passage with a C or better. **Baseline** Current policy and practice does not provide the opportunity for all students to have access and/or the supports to be successful in AP courses.	This data will be available in June 2018.
Metric/Indicator Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).	This data will be available in June 2018.

Expected	Actual
17-18 80% of students enrolled in an AP course take an AP test and 55% of students receive a passing score on the AP test. **Baseline** 49% of students received a passing score on the AP test in 2015-16. Currently, there are not consistent expectations and supports for all AP students to take an AP test.	
Metric/Indicator Increase the percentage of students demonstrating college preparedness as measured by Early Assessment Program (EAP). **17-18** 25% of 11th graders are ready for college-level work in English Language Arts and Math. **Baseline** 19% of 11th graders are ready for college-level work in English Language Arts. 7% of 11th graders are ready for college-level work in math.	The Spring 2017 SBAC results showed that 17.8% of 11th graders are ready for college-level work in English Language Arts, and 4.5% are ready for college-level work in Math.
Metric/Indicator Increase the number of students dual and concurrently enrolled in community college classes. **17-18** Develop a Memorandum of Understanding (MOU) for dual enrollment course of study which includes a reporting/communication mechanism. Develop a baseline number of students dual enrolled. **Baseline** Currently, the district does not have a formalized dual enrollment agreement with local community colleges. The district relies on student self-reporting of their enrollment in community college courses.	The district has now established a formal dual enrollment agreement with Woodland Community College. In order to report on concurrent enrollment, the district is developing an MOU for data sharing with Woodland Community College before the end of the school year. One class, College and Career Readiness through Agriculture, has been approved as a dual enrollment course, but will not be offered in Fall 2018 due to a lack of student interest. District staff continues to meet with WCC leadership to develop plans for more opportunities for dual enrollment.
Metric/Indicator Increase the District reclassification rate for English Learners. **17-18** 1.2% over State Reclassification Rate as reported by CDE. **Baseline** The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.	The CDE-reported reclassification rate for WJUSD is 16%
Metric/Indicator Decrease the number of Long Term English Learners.	In 2017-18, there are 394 (8%) Long Term English Learners out of 4813 Ever-EL. The number of At-Risk ELs is 343 (7%). By grade level, the # of LTELs are:

Expected	Actual
17-18 At-Risk: Reduce by .5% of state average based on total "Ever EL". LTEL: Reduce by 2.5% of state average based on total "Ever EL". **Baseline** In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.	grade 6 = 76 grade 7 = 79 grade 8 = 64 grade 9 = 38 grade 10 = 60 grade 11 = 51 grade 12 = 26 The state average for At-Risk compared to Ever-EL is 6%. The state average for LTEL compared to Ever-EL is 9%.
Metric/Indicator Increase the cohort graduation rate at each high school. **17-18** Increase the cohort graduation rate at all high schools to 95%. **Baseline** The 2015-16 cohort graduation rate for CCHS is 65.3%, for PHS is 94.3%, and for WHS is 94%.	The 2016-17 cohort graduation rate has not yet been released by CDE
Metric/Indicator Decrease the number of middle school and high school dropouts. **17-18** Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 30. **Baseline** In 2015-16, there were two middle school dropouts, and 41 high school dropouts.	In 2016-17, there were 3 middle school dropouts (grade 8), and there was a total of 35 high school dropouts. The high school dropouts by grade were as follows: grade 9 - 1 dropout grade 10 - 4 dropouts grade 11 - 2 dropouts grade 12 - 28 dropouts The percentages by ethnicity of the high school dropouts is: Hispanic/Latino 63% Asian 6% African American 3% White 26%
Metric/Indicator Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives. **17-18** Establish baseline data.	The district does not have a system to track this metric. Goals are set and monitored through the IEP team meeting process. Data is not tracked districtwide that captures the number of goals being met, since they are developed on an individual student basis.

Expected	Actual
Baseline Baseline data does not currently exist of goals being set and the percentage of those goals being met in IEPs.	
Metric/Indicator Ensure that programs and services are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students. **17-18** Collect examples of evidence of programs and services that support unduplicated students. **Baseline** Currently, there is no evidence of consistent, personalized and targeted supports for unduplicated (low income, English Learner, foster, homeless, migrant) students.	The district provides certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists, Foster Youth and Homeless liaison, Migrant Education services, and wireless access points for low income students.
Metric/Indicator Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts. **17-18** District analysis and development of a plan to increase VAPA opportunities for all students K-12. **Baseline** Visual and Performing Arts classes are singletons and are not consistently aligned with the Visual and Performing Arts standards.	The district is developing a VAPA pathway within CTE, with a focus on digital music arranging and composing. The development of this pathway, and eventual implementation, is being funded by a Specialized Secondary Pathway grant. District teachers have begun the process of revising VAPA courses to align with the VAPA standards. This work will continue in 2018-19.
Metric/Indicator Increase opportunities for all students to learn through online platforms. **17-18** District identification and implementation of online coursework using multiple platforms to provide more opportunities for students to complete their graduation requirements. **Baseline** Currently, some students use programs such as CyberHigh for credit recovery and Odysseyware to supplement coursework.	This year, use of Odysseyware has expanded to include both comprehensive high schools. Currently, students at Cache Creek use Odysseyware for credit recovery and for supplemental curriculum. At Woodland and Pioneer High schools, some students use Odysseyware for remediation.
Metric/Indicator Increase the number of students who are "Prepared" on the College and Career Indicator (California School Dashboard). **17-18** 40% of students are Prepared on the CCI.	40.4% of students are Prepared on the CCI (2015-16 data). All students 40.4% English Learners 17.5% Homeless 28.9% Socioeconomically Disadvantaged 35.5%

	Expected	Actual

Expected

Actual

Baseline 34.7% of students are Prepared on the CCI (2013-14 data).	Students with Disabilities 0% Asian 59.3% Hispanic 36% White 47% Student groups with <10 students = Foster, African American, American Indian, Filipino, Pacific Islander, Two or More Races

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs: *Interdisciplinary UC a-g approved courses *Integrated CTE *Integrated VAPA *Online learning *Dual/concurrent enrollment *Dual Immersion program expansion *Ethnic Studies and Mariachi courses will be ready for board approval no later than January 25, 2018	The expansion of opportunities for students to access a broad course is still in progress. The district does not yet have interdisciplinary UC a-g courses, integrated CTE, or integrated VAPA. This year, expansion of online learning opportunities has occurred with a small-scale implementation of Odysseyware at the two comprehensive high schools. Some students at Woodland High have recovered credits using Odysseyware and teachers are beginning to use the program at Pioneer High. Some middle school teachers are starting to use the program. More work on this expansion will continue in 2018-19. The district has made progress with dual enrollment, with an approved Memorandum of	1xxx-5xxx Supplemental/Concentration $1,266,530	1xxx-5xxx Supplemental/Concentration $1,026,008

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
  English Learners
  Foster Youth
  Low Income

Scope of Services
  LEA-wide

Locations
  All Schools

Understanding between Woodland Community College and WJUSD. One course, College and Career Readiness through Agriculture, has been approved to be a dual enrollment course; however, there was not enough student interest to run that course in Fall 2018.

The district has made progress with Dual Immersion expansion into Secondary. There is a committee of staff who have written a Dual Immersion expansion plan, and who have created a Spanish language course to be taught at middle school, pending student interest and staffing.

Two Mariachi courses were approved by the WJUSD Board of Trustees in 2017-18, however, there has not been enough student interest in order to offer the course. There is a cohort of students learning string instruments, currently in middle school, and the expectation is that once these students move to high school, these courses will have enough student interest to be offered.

Three courses have been approved to meet the Ethnic Studies graduation requirement: Chicano Studies, Multicultural Literature for Seniors, and Race and Social Justice in US History.

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include: *creation of a digital personalized learning plan and portfolio *transparent grading systems that provide regular updated information regarding student achievement *plans and course of study that include student voice and choice **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Students at the two comprehensive high schools have been using the California Colleges Guidance Initiative, which is a software-based program, in which students create their own learning plan. Of 9th graders, 91% have completed their learning plan, and of 12th graders, 53% have completed their learning plan, as of March 2018.	1xxx-5xxx Supplemental/Concentration $114,000	1xxx-5xxx Supplemental/Concentration $15,567

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Development and maintenance of school calendars, bell schedules and master schedules to increase equity and access for students to a rigorous and developmentally appropriate instructional program to include the following: *Updating Board approved graduation rates to represent	The district has begun the work of updating graduation requirements, by reviewing the graduation requirements of local area districts as a first step. The secondary director's office has begun updating the course catalog and expects to have a fully	1xxx-5xxx Supplemental/Concentration $50,000 1xxx-5xxx Title II $30,000	1xxx-5xxx Supplemental/Concentration $62,152 1xxx-5xxx Title II $0

eligibility to UC and/or industry certification
*Updating course catalog and course descriptions
*Conducting a transcript analysis and audit
*Increasing opportunities to learn at personal rates
*Revise master schedule development to prioritize EL and SpEd learners
*Recruit English Learners into Advanced Placement courses

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   All

Location(s)
   All Schools

updated course catalog before June 2018.
The district has plans to engage in a transcript analysis and audit in June 2018.
Through the use of the online program Odysseyware, the district is providing opportunities for students to learn at personal rates. Implementation of Odysseyware is in the beginning stages.
Master schedule development that prioritizes ELs and SpEd students is still in progress. More work needs to be done to ensure that practices are in place at all sites to ensure equity.
A process for recruiting ELs into AP courses is also still in development.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2017/2018 school year, WJUSD engaged in the review and revision of the CTE courses and CTE pathways. The review resulted in revising/creating new courses that align to the recently adopted CTE standards and realignment of the current CTE pathways, resulting in the establishment of 11 CTE pathways. Additionally, WJUSD has begun an internal review of the viability of the pathways and ascertaining the needs of each pathway in order to ensure that each pathway meets the eleven elements of a high quality CTE pathway. In addition to the CTE work, WJUSD has been engaged in developing a broadened Ethnic Studies philosophy. As part of this work, an Ethnic Studies Committee (composed of community members, teachers and administration) has been formed in order to advise the district on how to implement Ethnic Studies in our school. WJUSD has crafted and adopted criteria for courses to meet the Ethnic Studies graduation requirement. Furthermore, WJUSD has begun the work to establish a TK-12 perspective of

Ethnic Studies and will continue to work with a cadre of teachers to strengthen the Ethnic Studies instruction of all WJUSD students. Additional efforts to improve course offerings include the partnership with a local community college to create a dual enrollment opportunity, the application and awarding of a grant to create a VAPA CTE pathway and the expanded use Odysseyware, an online platform, in order to allow an increased number of students flexibility in their schedule and credit recovery options.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

WJUSD has made significant strides in preparing students for college and careers through personalized learning. Students have responded to the creation of three Ethnic Studies courses (Multicultural Literature for Seniors, Chicano Studies and Race and Social Justice in US History) at the high school with enthusiasm and have elected to sign up for the courses. In the first year of implementation, each course will have multiple sections. The use of Odysseyware has expanded at Cache Creek High School, where staff is now piloting a Virtual Sixth Period, which allows students to take a course away from the school site, at their own pace, while taking an expanded choice of electives at school. The WJUSD College and Career Indicator has increased to 40.4%, an increase of about 6% over the past three years. Graduation rates remain high and the rate of a-g completion has increased, however there is a disconnect between the graduation rate and the rate of a-g completion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds expected to be spent in Action 2 were not needed. Work on transparent grading systems was not achieved. The implementation of CCGI has been incremental but will increase next year as more students use the system.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the progress that WJUSD has made in the 2017-2018 school year in updating and revising the secondary course offerings, Goal 2 will remain largely the same. In the 2018-2019 school year, WJUSD will continue to work on ensuring that "All students will graduate high school and be competitively college and career ready through personalized learning." Areas of focus for next year will be: updating and modernizing the high school course catalog, expansion of the Ethnic Studies Curriculum, analyzing the viability and quality of CTE pathways, expanding the use of online learning opportunities through Odysseyware, updating and aligning courses to current state adopted curriculum standards, partnering with CCGI to align our courses with the UC Doorways system, and evaluating the WJUSD "a-g" policy . In 2018-2019, WJUSD will be working with community members, staff members and administration to create a graduate profile. The graduate profile will indicate qualities and characteristics that WJUSD graduates should demonstrate. WJUSD will continue to monitor the AP participation rate of all student groups as well as growing the CTE pathways. Additionally, WJUSD will continue to establish more community partnerships that will benefit the post-secondary life of our students, specifically The Summer at City Hall, Dual Enrollment with Woodland Community College and Internships through the CTE programs.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Decrease the number of students who are chronically absent. **17-18** 8% of students are chronically absent. **Baseline** As of March 2017, 9.6% of students are chronically absent.	As of February 2018, the rate of chronic absenteeism is 6.4%
Metric/Indicator Increase the attendance rate for all schools. **17-18** The district-wide attendance rate is 95.5%. **Baseline** As of March 2017, the district-wide attendance rate is 94.14%.	As of February 2018, the district-wide attendance rate is 94.8%
Metric/Indicator Increase the number of students in the Healthy Fitness Zone in all 6 standards.	In the 2016-2017 school year, 31% of tested students met all 6 standards on the Physical Fitness Test. In grade 5, 32% of the students met all 6 standards, in grade 7, 35.7% of the students met all the standards and in grade 9, 25.8% of the students met all six standards.

Expected	Actual
17-18 35% of tested students meet all 6 standards on the Physical Fitness Test. **Baseline** In 2016, 28% of tested students met all 6 standards on the Physical Fitness test.	
Metric/Indicator Increase student sense of safety and school connectedness across all school sites. **17-18** Increase by 5% student sense of safety and sense of connectedness for all students surveyed. **Baseline** In 2017, student sense of safety on the California Healthy Kids Survey is 78% (5th grade), 65% (7th grade), 51% (9th grade), 63% (11th grade), and 72% (CCHS). Student sense of connectedness is 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS).	In 2017-18, student sense of safety on the California Healthy Kids Survey is 53% (7th grade), 50% (9th grade), and 53% (11th grade). Student sense of connectedness is 49% (7th grade), 37% (9th grade), and 40% (11th grade). Survey results for 5th grade will be provided when they become available.
Metric/Indicator Decrease the number of expulsions. **17-18** The number of expulsions is 7. **Baseline** As of March 2017, the number of expulsions is 8.	As of May 2018, there are 3 expulsions.
Metric/Indicator Ensure that the number of suspensions is proportionate to the population. **17-18** The number of students with suspensions is proportionate to the population. **Baseline** As of March 2017, the number of suspensions for students with disabilities and Hispanic students is disproportionate. Students with disabilities, who make up 13% of the population, account for 23% of the suspensions. Hispanic students, who make up 68% of the population, account for 72% of the suspensions.	This data is not yet available.
Metric/Indicator Decrease the total number of suspensions. **17-18** The number of suspensions (in school and out of school) is 650.	As of March 2018, the number of suspensions (in school and out of school) is 683.

Expected	Actual
Baseline The number of suspensions (in school and out of school), as of March 2017, is 971, which is a 30% decrease from the previous year.	
Metric/Indicator Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports. **17-18** School teams identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom. 50% of classrooms have examples of evidence consistently and regularly demonstrated. **Baseline** Currently, there are teacher-directed behavior support structures and some practices that support co-constructing of PBIS strategies.	All school sites have developed common agreements regarding PBIS. These agreements include school wide expectations and ways to reinforce positive student behaviors. Elementary and secondary sites are focusing on defining and building TIER II structures. Secondary sites are focusing on Restorative Practices training for staff and implementation.
Metric/Indicator Ensure that operational systems provide equity and access to core and least restrictive environment for English Language Learners, students with special needs, and unduplicated students. **17-18** 50% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs. **Baseline** Currently, master schedules/programs/course and graduation requirements demonstrate evidence of gate-keeping that do not provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.	The district has made progress in ensuring that equity is a focus in the development of courses and master schedules. As of April 2018, school sites are in the process of creating the master schedule. The master schedules are based on student interest and goals. The College and Career Articulation Team (CCAT) has reviewed the CTE course revisions, which is work that was necessary to align the CTE pathways and ensure that curriculum was current with the CTE Model Curriculum Standards. Another focus of the CCAT committee has been approving Ethnic Studies courses. The team is going to begin reviewing graduation requirements to ensure that all students have access to a broad course of study. in the coming year, the team will also be examining policies such as course prerequisites that create barriers to course access.
Metric/Indicator Ensure access to extended learning opportunities. **17-18** District analysis and development of a plan to develop internship opportunities aligned to career pathways and the interests of students. **Baseline** The district does not currently have regular and ongoing opportunities for internships within and outside the school day.	The district, through a CTE-focused needs assessment, has identified the courses which currently provide internship opportunities, but there is not a cohesive effort across all pathways and industry sectors. Through a partnership with Harbor Freight and Big Picture Learning, 11 high school students received a Harbor Freight Fellows scholarship which will provide them with an internship in their trade. Developing internship opportunities will continue to be a focus in 2018-19.

Expected	Actual
Metric/Indicator Ensure 1:1 access in classrooms and at home. **17-18** All parents and guardians who qualify for wi-fi hot spots are provided with the devices. **Baseline** More than 1000 parents and guardians received wi-fi hot spots for home internet access.	The district has provided 1050 wireless hot spots for home internet access.
Metric/Indicator Provide a coherent data management system that allows for monitoring of student data. **17-18** All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning. **Baseline** Currently, all staff have access to data but there is not a deep understanding of how to analyze and assess the impact of teaching practice on student learning.	The use of data for monitoring and analysis of student progress is not uniform across all school sites. At the elementary level, many school sites use a structure called Academic Conferences to engage in data analysis with teachers. Many school sites have time for teams to meet in Professional Learning Communities (PLC), but staff ability to collect and analyze data and to use data to make decisions is not consistent. At Leadership Academy, prinicpals have been provided with professional learning on how to use assessment data, including summative and benchmark, in conjunction with observational and soft data, to make informed decisions about student progress.
Metric/Indicator Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs. **17-18** District analysis and development of a plan based upon the National Association of School Counselors to support students K-12. **Baseline** Currently, counselors provide varying levels of support for students' social, emotional, academic, and behavioral needs.	Counselors meet monthly to develop coherence across sites. Meetings have focused on developing a continuum of counseling services K-12, personalized learning plans, summer school, Ethnic Studies, and training on Human Trafficking.
Metric/Indicator Provide targeted professional learning of classified staff to support student learning goals. **17-18** All classified staff receive job-embedded professional learning opportunities that support student learning goals. **Baseline** Professional learning opportunities for classified staff have included classroom management, non-violent crisis prevention, attendance, discipline, and PBIS.	This year, the Educational Services, Business, and Human Resources departments partnered to ensure that all WJUSD classified staff members are offered and receive professional development and training applicable to their job class and responsibility. In August 2017, Educational Services provided a Paraprofessional Institute that 50 paraprofessionals attended. Training opportunities that have been provided include, but are not limited to: *CPR and First Aid *ServSafe Food Handlers training *Nonviolent Crisis Intervention Training

	Expected	Actual
		*Restorative Practices *Google tools *HR essentials

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior *Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to	Positive Behavior Interventions and Supports has been a focus at all schools this year. Schools have engaged in the Tiered Fidelity Inventory to assess progress on implementing tiered supports. School teams include PBIS staff, RtI specialists, and others who analyze data and identify students for academic, behavioral, and social/emotional supports and interventions. Staff teams at secondary schools also received training by a consultant on Restorative Practices. For 2018-19, Restorative Practices training will be offered to all schools. A team of WJUSD staff and administrators will receive training in the spring and summer of 2018, in order to become certified trainers. That team will then train all administrators and teams of teachers from all sites.	1xxx-5xxx Supplemental/Concentration $3,455,890	1xxx-5xxx Supplemental/Concentration $4,119,757

academic development, personal social development and college/career goals

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Foster Youth
Low Income

Scope of Services
LEA-wide

Locations
All Schools

In 2018-19, district staff will also provide provide professional learning opportunities for classroom management and behavior issues.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through: *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans	91% of 9th graders and 53% of 12th graders have created digital personalized learning plans. Counselors have made plans to increase the number of students using the program in 2018-19, and to engage students at each grade level in the activities that are part of the program. The district has not made progress on implementing student-led IEPs. Middle schools have implemented student-led conferences. Some schools have developed exhibitions to demonstrate learning, such as a Science	1xxx-5xxx Supplemental/Concentration $125,000	1xxx-5xxx Supplemental/Concentration $15,750

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   All

Location(s)
   All Schools | Fair/Science Night where student projects are displayed. |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including: *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers *intern/externships	The district has expanded opportunities for Odysseyware, an online software program, which students have been using at Cache Creek High School for credit recovery. This year, small groups of students at Pioneer and Woodland have begun using Odysseyware for remediation, and teachers are beginning to use the curricular resources that Odysseyware provides as supplemental content. Summer programs include credit recovery at high school, elementary summer programs for early literacy, Summer at City Hall for high school juniors and seniors, Migrant Education, extended school year for students with special needs, KinderCamp (with United Way), and Algebra Academy for elementary and middle school GATE students.	1xxx-5xxx Supplemental/Concentration $1,222,130 1xxx-5xxx Title II $59,645 1xxx-5xxx Title I $165,000	1xxx-5xxx Supplemental/Concentration $749,453 1xxx-5xxx Title II $0 1xxx-5xxx Title I $253,500

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	The district will be expanding the PUENTE program, by increasing the PUENTE counselor to 2 FTE. Currently, there is a 1 FTE counselor who splits assignments at Pioneer and Woodland. Since the program is growing at Pioneer, there is a need for another counselor.
Students to be Served English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	The district continues to support AVID at four elementary schools and four secondary schools by providing funding for AVID membership, for teacher training, and materials. Funding was provided for teachers to attended GATE training. Funding was also provided for GATE students to attend after school enrichment programs that were highlighted during the annual GATE art show. 11 CTE students received internships through the Harbor Freight Fellows scholarship program. Funding was provided for Learning Centers at Woodland and Pioneer High Schools.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  Limited to Unduplicated
 	
Locations
  All Schools
	The district has provided 1050 wireless hot spots to low income families, so that they can have internet access at home. Every family who qualified and turned in a request form was provided with a hot spot.	4xxx
		Supplemental/Concentration
		$204,000
			4xxx
			Supplemental/Concentration
			$138,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify and implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.	District attendance liaisons, the homeless program manager and the Child Welfare & Attendance Administrator met with site attendance clerks on a monthly basis to review attendance data, identify and recognize students who have perfect and/or have improved attendance throughout the year and provide guidance on how to improve attendance at their school site. All school sites were given a list of daily activities/public announcements/posters to share with parents via the school/district web sites for attendance month (September). The Child Welfare &	1xxx-5xxx Supplemental/Concentration $83,779 1xxx-5xxx Title I $7936	1xxx-5xxx Supplemental/Concentration $162,414 1xxx-5xxx Title I $7936

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   All

Location(s)
   All Schools | Attendance Administrator and Attendance Liaisons provided four ½ days of school staff training (administration, counselors and nurses) to review prior year school attendance data and provided training on how to facilitate attendance conference, addressing the importance of attending school on a regular basis to parents/students and conducting home visits as a site staff. Staff members were given talking points and resources to ensure that both parents and students were made aware of the link between chronic truancy and academic achievement. |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the implementation of the actions/ services was successful in working towards achieving the articulated goal of coherent systems of support. Teaming structures in supporting the social-emotional and behavioral needs of students continues to strengthen across the district. The Tiered Fidelity Inventory (TFI) scores across the district continue to improve in both Tier 1 implementation and Tier 2. Supports and interventions are in place for students. The California Colleges Guidance Initiative (CCGI) also launched this year for high school students, with initial implementation at 9th and 12th grades. . High school teachers and counselors have helped students create and refine their college portfolios and develop plans to help them access CSU/ UC opportunities. As a district, we continue to support and invest in AVID, GATE, PUENTE, and online learning opportunities. Increased investments are being made in the area of PUENTE counseling.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/ services within this goal have had a positive overall effectiveness towards achieving the development of targeted and coherent systems of support. With a greater sense of community and common language around PBIS, coherent systems are beginning to form. The next steps are to engage more staff and disciplines in the development of a framework that focuses on instruction, differentiated learning, individual student needs, and the alignment of systems. Each school within the district is at a different and individualized position along this continuum of coherent system building.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual expenditures for all of the actions within this goal. More funds were used in Action 1 to support the implementation of PBIS and Restorative Practices than were expected, as well as Action 5, to support attendance improvement, but this increase was offset by a decrease in the amount of funds spent in other actions. Actions 2, 3, and 4 did not require the funds that were budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will continue to focus on providing targeted and coherent systems of support. In 2018-19, more support will provided through the PUENTE program, as the program expands at Pioneer High School into another year of implementation. The district will be expanding the training and support of Restorative Practices. A team of district staff will become certified trainers for Restorative Practices in summer 2018, and this team will be responsible for training district teachers and administrators. This expansion will include staff at elementary schools. Another area of expansion will be in the development of personalized learning plans, using California Colleges Guidance Initiative.
While every site has its own unique approach to supporting student needs, a focus for 2018-19 will be to continue to develop coherence among the support systems available at each school site.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                                 Priority 4: Pupil Achievement (Pupil Outcomes)
                                 Priority 7: Course Access (Conditions of Learning)
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC. **17-18** Performance level of Yellow, with a Status of Medium, and a Change of Maintained. **Baseline** The district has a performance level of Orange for English Learner progress. The Status is Medium, but the Change is Declined.	The district has a performance level of Orange for English Learner progress. The Status is Medium, but the Change is Declined.
Metric/Indicator Increase the number of State Seals of Biliteracy awarded to students. **17-18** Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy.	As of May 2018, the number of seals awarded to students receiving the State Seal of Biliteracy is 138.

Expected	Actual
Baseline As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.	
Metric/Indicator Increase the District reclassification rate for English Learners. **17-18** 1.2% over State Reclassification rate as reported by CDE. **Baseline** The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.	The CDE-reported reclassification rate for WJUSD is 16%.
Metric/Indicator Decrease the number of Long Term English Learners. **17-18** At-Risk: Reduce by .5% of state average based on total "Ever-EL". LTEL: Reduce by 2.5% of state average based on total "Ever-EL". **Baseline** In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.	In 2017-18, there are 394 (8.2%) Long Term English Learners, and 343 (7.1%) students who are At Risk of becoming Long Term English Learners. The state percentage of LTELs is 9.2% and the state percentage of At Risk students is 6.1%. By grade the number and percent of LTELs: grade 6 = 76 (19%) grade 7 = 79 (20%) grade 8 = 64 (16%) grade 9 = 38 (11%) grade 10 = 60 (16%) grade 11 = 51 (13%) grade 12 = 26 (7%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...	Training has been provided to support staff knowledge of the needs of English Learner students. Through professional learning opportunities such as Disciplinary Literacy, teachers have received	1xxx-5xxx Supplemental/Concentration $396,000	1xxx-5xxx Supplemental/Concentration $78,642

*implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52)
*support for leveled ELD instruction to target proficiency levels
*targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments
*follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists on coaching and support of EL instructional strategies

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   English Learners
   Foster Youth
   Low Income

Scope of Services
   Limited to Unduplicated

Locations
   All Schools

training on integrating the ELA and ELD standards into daily instruction, with a particular focus on the needs of English Learners.

Support was provided for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, on the alternate assessment, and on the new ELPAC assessment.

At the elementary level, teachers received new materials as a result of the ELA/ELD textbook adoption. Training by the publishers has accompanied the new materials.

Training and follow-up support for EL specialists has been provided to support their understanding of the implications of language and learning disabilities.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, page 57; Goal 3, page 66)
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    Limited to Unduplicated
 	
Locations
    All Schools
	The district provides funds to school sites, which are designed to provide for interventions, additional staffing to provide support, family nights, extra duty pay for collaboration, and professional learning for staff.	1xxx-5xxx
		Supplemental/Concentration
		$2,100,000
			1xxx-5xxx
			Supplemental/Concentration
			$2,110,129

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as: *Continue to provide EL Specialists FTE, EL Coordinators, and clerical support	Funding has been provided for every site to have an English Learner specialist. Some sites have been unable to hire an EL specialist, however, and support was provided in other ways, by additional staff, clerical staff and/or by the EL Coordinators.	1xxx-5xxx Supplemental/Concentration $1,624,424 1xxx-5xxx Title II $133,768 1xxx-5xxx Title III $179,671	1xxx-5xxx Supplemental/Concentration $1,686,193

*Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, page 63), recommend appropriate placement, interventions, and provide support for targeted ELD instruction (see also Goal 2, page 59)
*Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
  All

Location(s)
  All Schools

EL specialists receive regular and ongoing training on the monitoring of EL progress.

In order to support the successful placement and transition into middle school of all students, but especially English Learners, the district held a meeting in January 2018 with 6th grade teachers, and EL specialists and counselors from both the elementary and middle school levels.

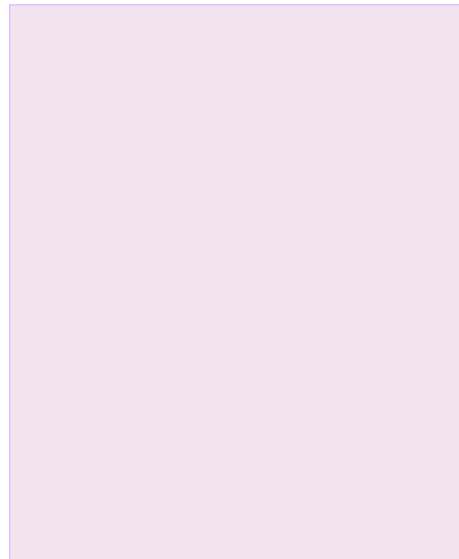| **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**	

Students to be Served
  English Learners
  Foster Youth
  Low Income
 	
Scope of Services
  Limited to Unduplicated
 	
Locations
  All Schools	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The adoption of new ELA/ELD curriculum has allowed for better alignment of targeted instruction for English Learners. Specific training from publishers for EL Specialists from every elementary site has helped to focus instruction on giving better access to standards-based core curriculum. Additional professional development focused on Balanced Literacy and conceptual understanding of Mathematics at the elementary level included a focus on EL strategies.
EL Specialists at each site monitor academic achievement of individual English Learner students. Some of this work is done during academic conferences which are funded through Ed Services.
The district has two EL Coordinators, one for elementary and one for secondary. The EL Coordinators provide ongoing guidance and training for the site-based EL Specialists. A focus this year has been on better articulation between elementary and secondary sites -- an example of such is the meeting held in January with sixth grade teachers, secondary counselors and EL Specialists.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

English Learner support is a priority within the district, and a focus has been on ensuring that students are reclassified. Evidence of this is the higher overall achievement of RFEP students on the CAASPP. In many areas, district RFEP students outperform students from other subgroups. Reclassification rates for WJUSD (16%) continue to be higher than state averages (13.3%.) WJUSD has increased the number of students receiving the State Seal of Biliteracy from 128 in 2017 to 138 in 2018. The number of students

recognized for reclassification and for the State Seal of Biliteracy each year has increased to the point that the ceremony has now been divided into two nights of celebration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between budgeted and actual in Action 1, mostly because funding for ELA/ELD training was not provided separately within Goal 4, but was provided within Goal 1. Goal 1 covers the professional learning opportunities for the ELA/ELD adoption.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district continues to make progress in the reclassification of English Learner students. As we move into the second year of this LCAP, an area of focus for the district will be to analyze the root causes of low performance within the EL group. The EL group has not made progress on the California School Dashboard. However, a new English Language Arts/English Language Development adoption was implemented this school year at the elementary level, which provides teachers with coherent and aligned ELA/ELD instructional materials. District leadership recognizes that curricular materials should be used as tools, and that teachers have the most direct impact on student achievement.   However, a lack of aligned materials has contributed to low performance among EL students, and the district expects to see growth in EL Progress over the coming years as a result of this implementation.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics. **17-18** Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics. **Baseline** Data from the California School Parent Survey shows that 87% of parents had attended a general school meeting. 42% of parents had attended a meeting of the PTA, and 71% had attended a parent-teacher conference. Currently there is little data to report on the demographics of the parents who attend those meetings.	The district has not collected data on the demographics of parents who attend School Site Council/ELAC/PTA/Boosters. The data from the California School Parent Survey will be reported when it is available.
Metric/Indicator Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency. **17-18** Every school site identifies opportunities for student-led demonstrations of proficiency.	Middle schools participate in student-led conferences, as a way for students to take the lead during parent conferences. Some 6th grade classrooms also do student-led conferences.

Expected	Actual
Baseline Some sites/grade levels/classrooms participate in student-led conferences.	
Metric/Indicator Increase opportunities for parent learning through Parent University. **17-18** Increase by 25% the number of opportunities for parent learning through Parent University. **Baseline** During 2016-17, there were eight Parent University workshops, with topics such as Using Technology, Understanding the iReady assessment, and Social and Emotional Learning. There were also sessions by Parent Institute for a Quality Education (PIQE) at each site.	Parent Leadership workshops have started at Beamer, Freeman, Prairie, Tafoya, and Woodland High. PIQE has started a nine-week session at Sci Tech and at Dingle. The second round of Parent Project Sr. and Loving Solutions started in February, with over 100 parents registered for the ten week course. 31 parents attended a 4 week Technology Workshop series. 25 parents attended a Bullying vs. Conflict Workshop. Parents are also attending a Book Club series (Club de Lectura).
Metric/Indicator Increase parent/family participation in programs for unduplicated pupils. **17-18** Create opportunities for parent/family participation in programs for unduplicated pupils. **Baseline** Currently, there are limited opportunities for parent/family participation in programs specifically targeted to unduplicated pupils.	Parent Empowerment provides trainings and parent workshops which are specifically targeted and responsive to the needs of parents and families of unduplicated pupils.
Metric/Indicator Increase parent/family participation in programs for students with special needs. **17-18** Create opportunities for parent/family participation in programs for students with special needs. **Baseline** Currently, there are limited opportunities for parent/family participation in programs specifically targeted to students with special needs.	As a district we participate in the Yolo SELPA Community Advisory Committee which meets monthly to discuss special education in the county. The committee is comprised of parents and educators. We have also participated in 2 transition symposiums for students with disabilities. These events invite students and parents to come and learn about transitioning out of school and the services that are available. We will be having a parent group next year as well as a series on building positive relationships in IEPs.
Metric/Indicator Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators. **17-18** 40% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.	The results from the 2017-18 California School Parent Survey will be reported as soon as they are available.

Expected	Actual

Baseline
On the 2016-17 California School Parent Survey, 35% of parents strongly agreed that the "school promotes academic success for all students," 29% strongly agreed that the "school provides opportunities for meaningful student participation," and 31% strongly agreed that the "school allows input and welcomes parents' contributions."

Metric/Indicator
Increase number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.

17-18
Increase by 25% the number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.

Baseline
A limited number of partnerships exist to support students, including United Way, the Woodland Schools Foundation, and the Woodland Host Lions.

The district has established a strong partnership with Woodland Community College, and now has an approved Memorandum of Understanding for dual enrollment.
The district also has a strong partnership with United Way, and this year, that partnership has been strengthened. The United Way will be providing the district with an AmeriCorps VISTA worker to oversee the Read to Succeed tutoring program, among other joint initiatives.
The Woodland Lions have continued to support elementary reading programs by providing incentives for students.
The district has also partnered with the City of Woodland to create the Summer at City Hall program for high school juniors and seniors.

Metric/Indicator
Increase use of technology tools and applications by site staff to communicate with parents about student progress.

17-18
Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.

Baseline
In 2016-17, a pilot was conducted using the Aeries Parent Portal. A group of secondary teachers piloted the portal and gradebook.

As of April 2018, 42% of secondary parents district-wide have Parent Portal accounts. District and school site staff continue to encourage parents to register for portal accounts.

By school, the percentage of parents having parent portal accounts:
WHS 34%
CCHS 14%
PHS 45%
DMS 50%
LMS 47%
Sci Tech 37%
Beamer 22%
Zamora 58%
Dingle 11%
Freeman 16%
Gibson 18%
Tafoya 26%
Maxwell 23%
Plainfield 48%
Whitehead 18%
Prairie 14%
Community Day 38%
K-8 34%

	Expected	Actual

Expected	Actual
Metric/Indicator Increase the number of hits on district website, parent portal, and social media. Develop district website with communication resources that provide for input and feedback on services and supports to students such as LCAP resources and tools. **17-18** Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%. **Baseline** In 2016-17, there were 3,365 registered households in Schoolloop. On the district webpage, there were 193,920 sessions (views >15 seconds) as of May 2017. On social media, there were 16,821 Engaged Users on Facebook (people who clicked on a WJUSD post), and 292 Engagements on Twitter (when a user interacts with a tweet).	As of April 2018, there are 21,242 Engaged Users on Facebook, as well as 1042 total people who have "liked" the WJUSD Facebook page. The district is currently unable to gather data about Twitter usage. Data on webpage usage will be provided when it is available.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance home/community/school partnerships as well as parent and community interests such as: *Continue to support and grow Parent University to connect parents and families with community and district-based support. *Offer community-building events such as Read Across America and celebration of student learning and student exhibitions.	Parent University has been re-branded to become Parent Empowerment, which reflects a focus on building the capacity of parents. Parent Empowerment has focused on providing a book club for parents, providing a series of workshops called Parent Project and Loving Solutions, and other learning opportunities. The district participates in Read Across America, and this year, offered a screening of the movie Wonder, to hundreds of students.	1xxx-5xxx Supplemental/Concentration $345,000 1xxx-5xxx Title I $124,000	1xxx-5xxx Supplemental/Concentration $77,545 1xxx-5xxx Title I $0

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
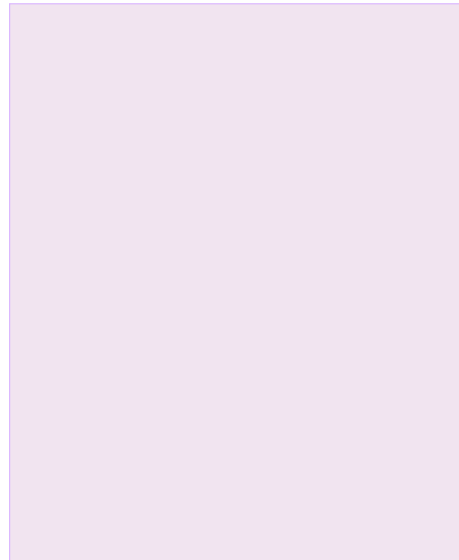
Students to be Served

   English Learners

   Foster Youth

   Low Income

Scope of Services

   LEA-wide

Locations

   All Schools

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff. *Create communication protocols across sites and refine translation services as needed. *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders. *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.	The district has undertaken a complete overhaul of the district and school webpages, in order to promote a better experience for stakeholders who are looking to find information and resources on the district webpage. Key features of the changes to the webpages include alignment of the district and school calendars on the webpages, and the ability to push news items from the district page to school pages. To ensure that essential documents are translated, the district hired a full time translator to provide Spanish translations. Leadership Academy has focused on building the capacity of site	1xxx-5xxx Supplemental/Concentration $339,140 1xxx-5xxx Title I $60,000	1xxx-5xxx Supplemental/Concentration $149,897 1xxx-5xxx Title I $0

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	leaders, in leading instructional improvement by conducting classroom walkthroughs and providing feedback to teachers. Administrative team meetings have focused on training administrators in the essential functions of site and department management, including dealing with personnel issues and conducting student investigations. In 2018-19, additional training will focus on building capacity among the administrative team to plan and facilitate monthly systems and meetings.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to foster and develop internal and external partnerships to support the needs of all preK-Adult Education students to include: *MOUs with community based organizations in social, emotional, behavioral, and academic areas *Increase connection with industry sector partners to support the expansion of course offerings and CTE pathways *Create relationships with community faith leaders to foster connections between home and school in service of student learning	The district has engaged in an MOU with Woodland Community College to establish dual enrollment. The district is working on an MOU with Woodland United Way to support the hiring of an AmeriCorps VISTA worker, who would be housed in the district office. The VISTA worker's duties will be overseen through collaboration between Educational Services and Woodland United Way. The primary objectives of this position are to support the Woodland Kids Read campaign and KinderCamp.	1xxx-5xxx Supplemental/Concentration $50,000	1xxx-5xxx Supplemental/Concentration $0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	The district has established a contract with All Leaders Must Serve, which is an organization that has been working with students at Cache Creek. The contract expands the scope of their work to Pioneer High for 2017-18. ALMS is a group that promotes the social and emotional support of students. Expenses for ALMS are held in Goal 3, Action 1, School Culture and Climate.
Students to be Served All	
Location(s) All Schools	The CTE Advisory Committee has been established and has had two meetings this year. Members of the committee include staff and industry sector partners from industries including, but not limited to the culinary industry, child development, local nonprofits, and the military.
	The district has established an Ethnic Studies Advisory Committee that is made up of teachers, administrators, district and county board members, community college faculty, parents, and community members.
	The district has partnered with the City of Woodland to establish Summer at City Hall, a program for incoming 11th and 12th graders, which will provide them with an introduction to jobs within the city government. Students in the program will participate in job shadowing opportunities based on areas of interest.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure that parent and stakeholder groups are in compliance with state and federal guidelines. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	District staff have worked closely this year with school administrators to ensure that parent and stakeholder groups such as School Site Council and the English Learner Advisory Committee are in compliance. The district had a Federal Program Monitoring Review in October 2017, and had findings in numerous areas, including lack of compliance with SSC and ELAC guidelines. Resolving the findings has taken the coordinated efforts of both site and district administrators. All findings have been resolved as of May 2018. In 2018-19, all schools will receive Title I funding to provide targeted assistance to low income students at all schools. To support all Title I schools in site plan development, monitoring, data analysis, and compliance, a Coordinator of State and Federal Programs is being hired starting in 2018-19.	1xxx-5xxx Supplemental/Concentration $10,000	1xxx-5xxx Supplemental/Concentration $0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The focus for this year in Goal 5 has been increasing outreach to parents, and community to encourage closer engagement with schools and the district. The district began using the Aeries Parent Portal in the fall semester. To support parent use of the portal, parent signup meeting and training sessions were held at each (secondary) school site. The district also designed and implemented a new web design for the district and all school web pages. The design provides easier access for parents and is more accessible to the general public. Parent University offered a wide array of courses to parents including multiple session series. The district has increased community partnerships this year with an MOU with Woodland Community College for dual enrollment. United Way has increased its support of reading instruction at school sites. The All Leaders Must Serve organization has increased its support to include Pioneer High School.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district has been successful in engaging with parents and community in new and unique ways, including (1) communication tools such as the webpage and portal app, (2) through committees such as CTE Advisory and Ethnic Studies Advisory, and (3) through bringing community together, such as the group for Parents and Families of African American students, which met for the first time in May.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences between budgeted and actual expenditures in this goal for two reasons: in action 1, Parent Empowerment provided workshops and trainings for parents using in house providers, instead of using contracts with outside vendors, which resulted in a cost savings; and also, actual expenses were less than expected (actions 2, 3, and 4).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will continue to build on the successes of this year by refining the development of the district and school webpages. Implementation of these new webpages occurred in the middle of the school year, so there is still work to do to ensure that they are user friendly and contain relevant and timely information that the community needs. The district will also continue to work on building a sense of community among stakeholders by finding meaningful and relevant ways to bring people together, including the Ethnic Studies Advisory Committee, and the group for Parents and Families of African American Students. In Action 4 (compliance with state and federal guidelines), the district is hiring a State and Federal Programs Coordinator, who will oversee the development and monitoring of the Single Plan for Student Achievement, as well as oversee the functioning of School Site Councils, in order to ensure that parents and stakeholders are meaningfully involved in developing site plans.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The District has regularly scheduled meetings with two parent advisory groups, the LCAP Collaborative Committee and the District English Learner Advisory Committee (DELAC), who review data on LCAP metrics and provide feedback to district staff. The scheduled meetings for the LCAP Collaborative occur on the following days: September 26, 2017, November 27, 2017, January 22, 2018, March 12, 2018, April 23, 2018, May 2, 2018, and May 29, 2018. The DELAC meets on the following days: October 2, 2017, November 13, 2017, December 11, 2017, February 5, 2018, March 5, 2018, April 9, 2018, and May 14, 2018.

The 2018 Annual Input Survey opened on March 20, 2018. So far, the survey has collected 166 responses. Responses came from parents/guardians (57%), teachers (37%), classified staff (11%), management staff (4%), community members (18%), and others (5%). Many individuals identified themselves in several categories, i.e. parent and teacher, so the totals do not add up to 100%. Current year (2018) results The survey consists of a Likert-scale response (from 1 to 5) to four questions, as well as narrative responses. The questions focused on Student Achievement, Student Engagement, Basic Services, and Parent Involvement. In each area, respondents were asked: (a) What should the district continue to do and build upon? (b) What should the district stop doing? (c) What should the district start doing (that it is not currently doing)?

Narrative responses focused in a number of areas. The top areas of concern were: Improving Teaching and Learning; Facilities Maintenance, Repair, and Upgrade; Professional Learning; Interventions and Targeted Academic Support; Textbooks and Materials; Behavioral Support; Special Education; and Outreach and Support for Parents and Families.

The top 5 results are tallied below, in order of frequency:
Improving Teaching and Learning: including project based learning, providing a variety of class options, including electives, arts and music education available to all, focus on best first instruction, multicultural curriculum, ethnic studies, and planning for career, not just college.
Facilities Maintenance, Repair, and Upgrade: including replacing old and damaged furniture, continuing the preventive maintenance program, updating facilities, and ensuring facilities are clean and safe.
Professional Learning: including offering PD in new frameworks and standards, providing collaboration time for teachers, effective implementation of inquiry cycles, PD in social/emotional curriculum, providing training for paraprofessionals, and planning time for departments/grade levels and across sites.

Interventions and Targeted Academic Support: including continuing to support PUENTE, AVID, and Link Crew, more interventions at the elementary level, push in support for classrooms, certificated teachers providing interventions, increasing school counselors, and providing tutoring services after school and on Saturdays.
Textbooks and Materials: including updating textbooks and materials, ELA/ELD curriculum for grades 7-12.

Additionally, at regularly scheduled Board meetings, data is reviewed and analysis provided on the metrics in the LCAP and on the changes to the California Accountability and Continuous Improvement System. The WJUSD Board of Trustees provides input and feedback on the data and on the actions and services during these reports. During the 2017-18 school year, the WJUSD Board of Trustees presentations included: Goal 1 (September 14), Goal 2: College and Career (October 12), Goal 2: Voices from the Field (October 26), CAASPP Results (November 16), Goal 3: Student Supports (November 16), Goal 3: Voices from the Field (December 14), Goal 4: English Learner Achievement (February 8), Goal 4: Voices from the Field (February 22), Goal 5: Stakeholder Engagement and Voices from the Field (March 8), Professional Learning: Voices from the Field (March 22) and LCAP Annual Update and Stakeholder Input (May 10).

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Results and feedback from stakeholder groups, including the administrative team, the LCAP committee, the LCAP Annual Survey, the Board of Trustees, and the DELAC, as well as the initial indicators on the LCAP metrics, show that the district is moving in the right direction, with a focus on quality first instruction, college and career, systems of support, English Learner achievement, and meaningful stakeholder engagement. Since the upcoming year will be the second year in a three year plan, the district's priority is to continue the focus areas of this year.
There are strengths, which are highlighted in the metrics for each goal, but there are also areas of growth. The district will focus on these areas of growth including, continuing to find meaningful and relevant ways to engage stakeholders and community, providing authentic professional learning options for staff, increasing our outreach to the community and building on established partnerships, and focusing on quality first instruction to ensure that all students have the opportunity to learn.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Board Goal 1

Identified Need:

In 2017-18, the district began focusing on high quality, effective teaching and learning. This focus took several forms: identifying a district-wide instructional focus, implementing walkthroughs with administrators, providing feedback to teachers on a common feedback form ("I celebrate... I notice... I wonder"), providing professional learning that has a focus on job-embedded practice, and calibrating on effective instructional practices with administrators. This is the first year in a multi-year effort to ensure that all students are provided with high quality, effective teaching and learning.

In the area of curriculum and standards, the district engaged administrators in a survey to determine progress on implementation of state academic standards. This survey addresses the local indicator for Priority 2, which states: The Local Education Agency (LEA) annually measures its progress implementing state academic standards... The results of the survey, which had 30 responses, show that the district has made progress in the implementation of ELA (K - 6) and Math (K- 12) standards by providing instructional materials through curricular adoptions. This is reflected in the survey results that show the district is in the Initial Implementation stage in ELA/ELD and Full Implementation stage for Math.

The results of the survey for Next Generation Science Standards (adopted 2013) and the History-Social Science Framework (adopted 2016) show that the district is still in the very early stages of implementation, in providing both professional learning and instructional

materials, since the textbooks currently being used are not aligned to the new standards and frameworks. In the other curricular areas of Physical Education and World Language, administrators reported that the district is in the Beginning stage of Development. For Career Technical Education, Health, and Visual and Performing Arts, the district is in the Initial Implementation stage.

Through practices such as classroom walkthroughs, classroom observations, learning rounds, and instructional site visits, the district will continue to make progress on identifying the professional learning needs of both teachers and administrators. These practices support the continued learning of all through the use of supportive and constructive feedback for both teachers and administrators.

Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to drop out from high school, and are less likely to successfully enter the job market. (Annie E. Casey Foundation, 2013) Students must be able to compute, have numerical fluency, understand mathematical concepts and ideas and engage in problem solving. Research connects student success in post secondary options, including choices and options in their career as well as life time earnings, with their ability to use math concepts, procedures and understanding to solve problems (NCTM).

WJUSD uses a number of different datapoints to analyze the progress of students in language arts and math. In 2017, student performance on Smarter Balanced in English Language Arts declined from 40% Met/Exceeded Standard in 2016 to 38.6% Met/Exceeded Standard in 2017. In Math, student performance increased slightly from 27% in 2016 to 27.8% in 2017. There continues to be a significant achievement gap between All Students and African American students, English Learners, and Students with Disabilities in both English Language Arts and Math. In 2017, compared with 2015, the achievement gap increased for American Indian students, Pacific Islander students, English Learners, and Students with Disabilities, in ELA and Math.

In order to be contributing members of a greater community and to have viable options for post-secondary success, students must be able to engage in 21st century skills demanded by employers and the community. It is essential that students can negotiate relationships and collaborate to solve problems, engage critical thinking, and develop and implement plans to address issues and be able to articulate for a variety of audiences and purposes, their thinking and reflection. (Tony Wagner, Creating Innovators).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately credentialed and assigned teachers.	99.49% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.
Student access to instructional materials and supplies.	100% of students have access to board-adopted instructional materials and supplies.	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.
School facilities maintained and in good repair.	24% of sites have an exemplary rating.	50% of sites have an exemplary rating.	75% of sites have an exemplary rating.	100% of sites have an exemplary rating.
Implement a common district instructional focus representing the application of 21st Century skills.	A common definition of 21st Century skills and a common district instructional focus that is tied to student learning targets and outcomes is in progress.	Develop district instructional focus and provide training so that 100% of staff can articulate and provide an example of how their student learning targets and outcomes are tied to the district instructional focus.	50% of student learning targets and outcomes are tied to the district instructional focus.	75% of student learning targets and outcomes are tied to the district instructional focus.
Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework.	Based on classroom observations and analysis of Units of Study, not all learning is rigorous and meets grade level standards.	50% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 40% are at a Depth of Knowledge (DOK) level 3 or 4.	75% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 50% are at a DOK level 3 or 4.	80% of tasks are aligned to the academic content standards including the ELA/ELD Framework, and 70% are at a DOK level 3 or 4.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of staff participating in professional learning.	Currently professional learning opportunities do not exist to meet the needs of all staff and students. There has been no expectation that learning as a result of professional development is implemented in classroom practice.	Create a plan to provide professional learning opportunities for all staff.	100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.	100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of student work.	50% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.	75% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.	100% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.
Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.	iReady: 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math. NWEA: In Reading, 25% of 7th, 46% of 8th, 52% of 9th, and 47% of 10th graders met their projected growth. In Math, 44% of 7th, 45% of 8th, 46% of 9th, and 50% of 10th graders met their projected growth.	iReady: Increase by 5% the number of students who achieve their growth target in Reading and in Math. NWEA: Increase by 5% the number of students that meet their projected growth in Reading and in Math.	iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math. NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.	iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math. NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance Index is no longer applicable)	In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA. Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities	5% growth over baseline. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities	10% growth over baseline. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities	15% growth over baseline. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math.	In Spring 2016 SBAC testing, 28% of students achieved the Meets/Exceeds Standards level on SBAC Math. Due to small performance percentages baseline has not been set for gap	5% growth over baseline. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students	10% growth over the previous year. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students	15% growth over the previous year. Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	closing metrics for sub-categories. As performance increases, gap closing metrics will be established for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities	*Students with disabilities	*Students with disabilities	*Students with disabilities
Show growth on the ELA and Math Academic Indicator (California School Dashboard).	The district has a performance level of Yellow for both ELA and Math Academic Indicators. The Status is Low, but the Change is Increased, by 10.2 points for ELA and 5.5 for Math.	Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.	Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.	Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.
Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.	The district has a performance level of Orange for English Learner Progress. The Status is Medium, but the Change is Declined.	Performance level of Yellow, with a Status of Medium and a Change of Maintained.	Performance level of Green, with a Status of Medium, and a Change of Increased.	Performance level of Green, with a Status of High, and a Change of Increased.
Increase the number of State Seals of Biliteracy awarded to students.	As of April 2017, the number of seals awarded to students receiving the State Seal	Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy.	Increase by 12% the number of seals awarded to students receiving the State Seal of Biliteracy.	Increase by 15% the number of seals awarded to students receiving the State Seal of Biliteracy.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	of Biliteracy is 128, a 40% increase.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement base instructional program for preK - Adult Education to include: * appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities	Implement base instructional program for preK - Adult Education to include: * appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities	Implement base instructional program for preK - Adult Education to include: * appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities

* student-centered learning spaces and environments	* student-centered learning spaces and environments	* student-centered learning spaces and environments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,913,847	$2,280,079	$2,280,079
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	
Amount	$1,000,000	$500,000	$500,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Lottery funds	4000-4999: Books And Supplies Lottery funds	4000-4999: Books And Supplies Lottery funds
Amount		$200,000	$200,000
Source		Title II	Title II
Budget Reference		1xxx-5xxx	1xxx-5xxx
Amount		$35,010	
Source		Title I	
Budget Reference		1xxx-5xxx	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners |
| Foster Youth |
| Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| Modified Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

2017-18 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

*develop a district-wide instructional focus and common definition of the demonstration of 21st Century skills
*PLCs, lesson study, large/small/individual, coaching, observation, and feedback
*strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice
*develop common practices to implement rigorous tasks aligned to the ELA/ELD framework across all content areas and grade levels to support a district-wide instructional focus

2018-19 Actions/Services

Continue to develop and refine a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

*implementing a district-wide instructional focus and common definition of the demonstration of 21st Century skills
*PLCs, lesson study, large/small/individual, coaching, observation, and feedback
*strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice
*develop common practices to implement rigorous tasks aligned to the ELA/ELD framework across all content areas and grade levels to support a district-wide instructional focus

2019-20 Actions/Services

Continue to develop and refine a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

*implementing a district-wide instructional focus and common definition of the demonstration of 21st Century skills
*PLCs, lesson study, large/small/individual, coaching, observation, and feedback
*strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice
*develop common practices to implement rigorous tasks aligned to the ELA/ELD framework across all content areas and grade levels to support a district-wide instructional focus

*integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning. *provide professional learning opportunities for classified staff to support student learning *teachers will use intentional and on-going models and supports to scaffold language for English Learners	*integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning. *provide professional learning opportunities for classified staff to support student learning *teachers will use intentional and on-going models and supports to scaffold language for English Learners	*integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning. *provide professional learning opportunities for classified staff to support student learning *teachers will use intentional and on-going models and supports to scaffold language for English Learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,226,000	$1,040,958	$1,040,958
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$585,000	$60,000	$60,000
Source	Title I	Title I	Title I
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$15,000	$98,404	$98,404
Source	Title II	Title II	Title II
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness. *Design and implement a process for monitoring systemwide progress (i.e. Learning Walks). *Provide site funds for interventions based on student need.	Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness. *Continue to implement a process for monitoring systemwide progress (i.e. Learning Walks). *Provide site funds for interventions based on student need.	Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness. *Continue to implement a process for monitoring systemwide progress (i.e. Learning Walks). *Provide site funds for interventions based on student need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$510,000	$325,460	$325,460
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount		$972,280	$972,280
Source		Title I	Title I
Budget Reference		1xxx-5xxx	1xxx-5xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Identified Need:

Postsecondary data suggests that students who enroll in college are not prepared to take college level coursework. College and Career Readiness is a priority for WJUSD, however, students who are graduating are not meeting A-G requirements since our current high school graduation requirements do not align to A-G requirements. Additionally, Early Assessment Program data show that graduates need to take remedial classes in ELA and Math when they enroll in college.

The percentage of students in 2016-17 that graduated completing all courses required for UC and/or CSU entrance (a-g completion) is 43%, which is an increase of 5% from the previous year. There is a significant gap between males and females in a-g completion, with 53% of females meeting a-g and 32% of males meeting a-g. There is also a signficant gap for English Learners (3% meeting a-g) and migrant education students (11%). Of students who are socioeconomically disadvantaged, 37% met a-g requirements.

The data on summative assessments shows that there is a significant achievement gap between English only and English Learner students. At the secondary level, this can result in students becoming Long Term English Learners. English Learner Specialists support English Learners at all sites, leading the placement and monitoring process. This support is essential, due to the significant

numbers of Long Term English Learners at the secondary level who are more likely to drop out of school. Research shows that monitoring progress and engaging in data chats with students are effective strategies with Long Term English Learners. (Olsen, 2014)

Research shows that Career Technical Education courses prepare students for both college and career and the ability to be viable for employment. Students who take CTE courses have greater academic skills, technical skills and skills employers are looking for. (www.p21.org) In WJUSD, the number of Hispanic or Latino students who participate in career technical courses is disproportionate. In order for students and families to fully take advantage of the benefits of CTE programs, the CTE course sequences need to be aligned. This work of aligning pathways was completed in 2017-18, and in the coming year, WJUSD will continue to work on ensuring that all pathways are high quality and meet all 11 elements of a high quality pathway, as defined by Perkins.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Personalized learning plans for all students to have ownership and engagement in their college and career goals.	Currently, there are some high school students who have used the California Colleges Guidance Initiative (CCGI) to identify interests for post-secondary goals.	50% of 7th, 9th and 12th grade students will participate in creating a personalized learning plan to develop their college and career goals.	75% of 7th - 12th grade students will participate in creating and monitoring their own personalized learning plan to develop their college and career goals.	100% of 6th - 12th grade students will participate in creating and monitoring their own personalized learning plan to develop their college and career goals.
Graduation requirements represent UC/CSU admission and/or industry certification.	Students can earn a diploma from WJUSD that does not give them eligibility for entrance into UC/CSU and/or receive industry certification.	District staff, faculty, and stakeholder analysis and development of WJUSD graduation requirements that support a broad course of study, including UC/CSU and/or industry certification.	70% of students are enrolled in a broad course of study that leads to eligibility for UC/CSU and/or industry certification.	100% of students are enrolled in a broad course of study that leads to eligibility for UC/CSU and/or industry certification.
Percentage of students completing UC/CSU A-G course requirements.	38% of graduates have met the minimum requirements for UC/CSU admission.	Increase by 5% the number of graduates that complete UC/CSU A-G requirements.	Increase by 10% the number of graduates that complete UC/CSU A-G requirements.	Increase by 15% the number of graduates that complete UC/CSU A-G requirements.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of pathways that result in certification in high demand, local industry sectors.	Currently, not all Career Technical Education (CTE) courses align with industry sectors or result in certification.	District analysis and development of a plan to align CTE courses with industry certification.	50% of courses align to a pathway that results in certification.	75% of courses align to a pathway that results in certification.
Increase the number of students who are enrolled in Advanced Placement (AP) courses and pass the course with a grade of C or better.	Current policy and practice does not provide the opportunity for all students to have access and/or the supports to be successful in AP courses.	10% growth over baseline for enrollment in AP courses and course passage with a C or better.	Increase by 15% the number of students passing the AP course with a C or better.	Increase by 20% the number of students passing the AP course with a C or better.
Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).	49% of students received a passing score on the AP test in 2015-16. Currently, there are not consistent expectations and supports for all AP students to take an AP test.	80% of students enrolled in an AP course take an AP test and 55% of students receive a passing score on the AP test.	85% of students enrolled in an AP course take an AP test and 65% of students receive a passing score on the AP test.	90% of students enrolled in an AP course take an AP test and 80% of students receive a passing score.
Increase the percentage of students demonstrating college preparedness as measured by Early Assessment Program (EAP).	19% of 11th graders are ready for college-level work in English Language Arts. 7% of 11th graders are ready for college-level work in math.	25% of 11th graders are ready for college-level work in English Language Arts and Math.	35% of 11th graders are ready for college-level work in English Language Arts and Math.	50% of 11th graders are ready for college-level work in English Language Arts and Math.
Increase the number of students dual and concurrently enrolled in community college classes.	Currently, the district does not have a formalized dual enrollment agreement with local community colleges. The district	Develop a Memorandum of Understanding (MOU) for dual enrollment course of study which includes a reporting/ communication	10% growth over baseline for students dual enrolled.	20% growth over previous year for students dual enrolled.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	relies on student self-reporting of their enrollment in community college courses.	mechanism. Develop a baseline number of students dual enrolled.		
Increase the District reclassification rate for English Learners.	The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.	1.2% over State Reclassification Rate as reported by CDE.	1.3% over State Reclassification Rate as reported by CDE.	1.5% over State Reclassification Rate as reported by CDE.
Decrease the number of Long Term English Learners.	In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.	At-Risk: Reduce by .5% of state average based on total "Ever EL". LTEL: Reduce by 2.5% of state average based on total "Ever EL".	At-Risk: Reduce by .8% of state average based on total "Ever EL". LTEL: Reduce by 2.8% of state average based on total "Ever EL".	At-Risk: Reduce by 1% of state average based on total "Ever EL". LTEL: Reduce by 3% of state average based on total "Ever EL".
Increase the cohort graduation rate at each high school.	The 2015-16 cohort graduation rate for CCHS is 65.3%, for PHS is 94.3%, and for WHS is 94%.	Increase the cohort graduation rate at all high schools to 95%.	Increase the cohort graduation rate at all high schools to 96%.	Increase the cohort graduation rate at all high schools to 97%.
Decrease the number of middle school and high school dropouts.	In 2015-16, there were two middle school dropouts, and 41 high school dropouts.	Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 30.	Ensure that there are no middle school drppouts, and decrease the number of high school dropouts to 15.	Ensure that the number of middle or high school dropouts is less than 10.
Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives.	Baseline data does not currently exist of goals being set and the percentage of those goals being met in IEPs.	Establish baseline data.	Increase by 10%.	Increase by 10%.
Ensure that programs and services are developed and provided	Currently, there is no evidence of consistent, personalized and	Collect examples of evidence of programs and services that	Develop consistent practices based upon the evidence of	Analyze the impact of programs and services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to unduplicated (low income, English Learner, foster, homeless, migrant) students.	targeted supports for unduplicated (low income, English Learner, foster, homeless, migrant) students.	support unduplicated students.	programs and services that support unduplicated students.	that support unduplicated students.
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.	Visual and Performing Arts classes are singletons and are not consistently aligned with the Visual and Performing Arts standards.	District analysis and development of a plan to increase VAPA opportunities for all students K-12.	Ensure opportunities for all K-12 students to take courses within a coherent, aligned VAPA pathway.	Ensure that all students take courses within a coherent, aligned VAPA pathway.
Increase opportunities for all students to learn through online platforms.	Currently, some students use programs such as CyberHigh for credit recovery and Odysseyware to supplement coursework.	District identification and implementation of online coursework using multiple platforms to provide more opportunities for students to complete their graduation requirements.	Increase by 10% over the previous year students accessing online coursework using multiple platforms towards their graduation requirements.	Increase by 10% over the previous year students accessing online coursework using multiple platforms towards their graduation requirements.
Increase the number of students who are "Prepared" on the College and Career Indicator (California School Dashboard).	34.7% of students are Prepared on the CCI (2013-14 data).	40% of students are Prepared on the CCI.	45% of students are Prepared on the CCI.	50% of students are Prepared on the CCI.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:
*Interdisciplinary UC a-g approved courses
*Integrated CTE
*Integrated VAPA
*Online learning
*Dual/concurrent enrollment
*Dual Immersion program expansion

2018-19 Actions/Services

Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:
*Interdisciplinary UC a-g approved courses
*Integrated CTE
*Integrated VAPA
*Online learning
*Dual/concurrent enrollment
*Dual Immersion program expansion
*Ethnic Studies and Mariachi courses

2019-20 Actions/Services

Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:
*Interdisciplinary UC a-g approved courses
*Integrated CTE
*Integrated VAPA
*Online learning
*Dual/concurrent enrollment
*Dual Immersion program expansion
*Ethnic Studies and Mariachi courses

*Ethnic Studies and Mariachi courses will be ready for board approval no later than January 25, 2018

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,266,530	$810,390	$810,390
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount		$59,065	$59,065
Source		Title II	Title II
Budget Reference		1xxx-5xxx	1xxx-5xxx

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include: *creation of a digital personalized learning plan and portfolio *transparent grading systems that provide regular updated information regarding student achievement *plans and course of study that include student voice and choice	Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include: *creation of a digital personalized learning plan and portfolio *transparent grading systems that provide regular updated information regarding student achievement *plans and course of study that include student voice and choice	Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include: *creation of a digital personalized learning plan and portfolio *transparent grading systems that provide regular updated information regarding student achievement *plans and course of study that include student voice and choice

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$114,000	$18,300	$18,300
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Development and maintenance of school calendars, bell schedules and master schedules to increase equity and access for students to a rigorous and developmentally appropriate instructional program to include the following:
*Updating Board approved graduation rates to represent eligibility to UC and/or industry certification
*Updating course catalog and course descriptions
*Conducting a transcript analysis and audit
*Increasing opportunities to learn at personal rates
*Revise master schedule development to prioritize EL and SpEd learners
*Recruit English Learners into Advanced Placement courses

2018-19 Actions/Services

Development and maintenance of school calendars, bell schedules and master schedules to increase equity and access for students to a rigorous and developmentally appropriate instructional program to include the following:
*Updating Board approved graduation rates to represent eligibility to UC and/or industry certification
*Updating course catalog and course descriptions
*Conducting a transcript analysis and audit
*Increasing opportunities to learn at personal rates
*Revise master schedule development to prioritize EL and SpEd learners
*Recruit English Learners into Advanced Placement courses

2019-20 Actions/Services

Development and maintenance of school calendars, bell schedules and master schedules to increase equity and access for students to a rigorous and developmentally appropriate instructional program to include the following:
*Updating Board approved graduation rates to represent eligibility to UC and/or industry certification
*Updating course catalog and course descriptions
*Conducting a transcript analysis and audit
*Increasing opportunities to learn at personal rates
*Revise master schedule development to prioritize EL and SpEd learners
*Recruit English Learners into Advanced Placement courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$8600	$8600
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$30,000		
Source	Title II		
Budget Reference	1xxx-5xxx		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Research shows that students need a safe, respectful and caring environment in order to achieve in school. Students who feel comfortable at their school are more likely to come to school and to be engaged when they are there. Research also shows that regular attendance in school is critical, and that the relationship between attendance and achievement begins early in Kindergarten. Students who miss school have a higher rate of high school dropout (National Center for Education Statistics, 2009). Attendance data for 2016-17 in WJUSD shows that Foster Youth, Homeless Youth, and Students with Disabilities have the highest rate of chronic absenteeism (28% of Foster Youth, 22.8% of Homeless Youth, 17.7% of Students with Disabilities) compared to all students (12.8%).

Student engagement in school is promoted through positive home – school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. (Darsch, et al) Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on student academics and behavior.

Additionally, students who have high rates of suspension are less likely to have favorable attitudes toward school, and are less likely to be academically successful. According to the National Center for Education Statistics (NCES, 2016), schools with supportive climates have higher attendance rates and lower rates of suspension and expulsion. In WJUSD, the suspension rate decreased to 6.3%, a signficant decline from 2014-15, when the suspension rate was 9.4%. However, the district suspension rate is still above the county

and state suspension rates, which are 5.4% and 3.6%, respectively. Also, the district's suspension numbers are disproportionate for African American and Hispanic or Latino students.

WJUSD uses the California School Climate, Health, and Learning Survey System (Cal-SCHLS) to get feedback from students, parents, and staff. Cal-SCHLS includes the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey., and provides data on school climate and safety, learning supports and barriers, and stakeholder engagement; as well as youth development, health, and well-being. The student survey in 2017-18 shows that students do not yet feel a sense of safety or of school connectedness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the number of students who are chronically absent.	As of March 2017, 9.6% of students are chronically absent.	8% of students are chronically absent.	6% of students are chronically absent.	5% of students are chronically absent.
Increase the attendance rate for all schools.	As of March 2017, the district-wide attendance rate is 94.14%.	The district-wide attendance rate is 95.5%.	The district-wide attendance rate is 97%.	The district-wide attendance rate is 98%.
Increase the number of students in the Healthy Fitness Zone in all 6 standards.	In 2016, 28% of tested students met all 6 standards on the Physical Fitness test.	35% of tested students meet all 6 standards on the Physical Fitness Test.	40% of tested students meet all 6 standards on the Physical Fitness Test.	50% of tested students meet all 6 standards on the Physical Fitness Test.
Increase student sense of safety and school connectedness across all school sites.	In 2017, student sense of safety on the California Healthy Kids Survey is 78% (5th grade), 65% (7th grade), 51% (9th grade), 63% (11th grade), and 72% (CCHS). Student sense of connectedness is 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS).	Increase by 5% student sense of safety and sense of connectedness for all students surveyed.	Increase by 10% student sense of safety and sense of connectedness for all students surveyed.	Increase by 15% student sense of safety and sense of connectedness for all students surveyed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the number of expulsions.	As of March 2017, the number of expulsions is 8.	The number of expulsions is 7.	The number of expulsions is 5.	The number of expulsions is 3.
Ensure that the number of suspensions is proportionate to the population.	As of March 2017, the number of suspensions for students with disabilities and Hispanic students is disproportionate. Students with disabilities, who make up 13% of the population, account for 23% of the suspensions. Hispanic students, who make up 68% of the population, account for 72% of the suspensions.	The number of students with suspensions is proportionate to the population.	The number of students with suspensions is proportionate to the population.	The number of students with suspensions is proportionate to the population.
Decrease the total number of suspensions.	The number of suspensions (in school and out of school), as of March 2017, is 971, which is a 30% decrease from the previous year.	The number of suspensions (in school and out of school) is 650.	The number of suspensions (in school and out of school) is 435.	The number of suspensions (in school and out of school) is 290.
Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports.	Currently, there are teacher-directed behavior support structures and some practices that support co-constructing of PBIS strategies.	School teams identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom. 50% of classrooms have examples of evidence consistently and regularly demonstrated.	75% of classrooms are fully implementing student-centered practices and have examples of evidence consistently and regularly demonstrated.	100% of classrooms are fully implementing student-centered practices and have examples of evidence consistently and regularly demonstrated.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ensure that operational systems provide equity and access to core and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.	Currently, master schedules/programs/course and graduation requirements demonstrate evidence of gate-keeping that do not provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.	50% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.	75% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.	All master schedules/programs/course and graduation requirements are developed for English Learners and students with special needs so that there are no barriers to access and opportunity for all courses.
Ensure access to extended learning opportunities.	The district does not currently have regular and ongoing opportunities for internships within and outside the school day.	District analysis and development of a plan to develop internship opportunities aligned to career pathways and the interests of students.	Increase by 10% internship opportunities aligned to career pathways and the interests of students.	Increase by 10% internship opportunities aligned to career pathways and the interests of students.
Ensure 1:1 access in classrooms and at home.	More than 1000 parents and guardians received wi-fi hot spots for home internet access.	All parents and guardians who qualify for wi-fi hot spots are provided with the devices.	All parents and guardians who qualify for wi-fi hot spots are provided with the devices.	All parents and guardians who qualify for wi-fi hot spots are provided with the devices.
Provide a coherent data management system that allows for monitoring of student data.	Currently, all staff have access to data but there is not a deep understanding of how to analyze and assess the impact of teaching practice on student learning.	All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.	All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.	All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.
Counselors demonstrate evidence of practices	Currently, counselors provide varying levels of	District analysis and development of a plan	Implement regular and ongoing professional	Collect evidence of best practices of all

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
that support students' social, emotional, academic, and behavioral needs.	support for students' social, emotional, academic, and behavioral needs.	based upon the National Association of School Counselors to support students K-12.	learning for all counselors to demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.	counselors demonstrating evidence of practices that support students' social, emotional, academic, and behavioral needs.
Provide targeted professional learning of classified staff to support student learning goals.	Professional learning opportunities for classified staff have included classroom management, non-violent crisis prevention, attendance, discipline, and PBIS.	All classified staff receive job-embedded professional learning opportunities that support student learning goals.	All classified staff receive job-embedded professional learning opportunities that support student learning goals.	All classified staff receive job-embedded professional learning opportunities that support student learning goals.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior *Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals	Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior *Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals	Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior *Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,455,890	$3,509,620	$3,587,639
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through: *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans	Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through: *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans	Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through: *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$125,000	$18,600	$18,600
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase learning opportunities and structures that are based on student	Increase learning opportunities and structures that are based on student	Increase learning opportunities and structures that are based on student

interests, needs, and goals, and provide enrichment and acceleration, including: *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers *intern/externships	interests, needs, and goals, and provide enrichment and acceleration, including: *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers *intern/externships	interests, needs, and goals, and provide enrichment and acceleration, including: *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers *intern/externships

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,222,130	$1,064,200	$1,064,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$59,645	$200,000	$200,000
Source	Title II	Title I	Title I
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$165,000	$9645	$9645
Source	Title I	Title II	Title I
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.

2018-19 Actions/Services

Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.

2019-20 Actions/Services

Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$204,000	$150,000	$150,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4xxx	4xxx	4xxx

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Identify and implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.	Continue to implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.	Continue to implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83,779	$170,810	$170,810
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$7936	$5406	$5406
Source	Title I	Title I	Title I
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Improve the English proficiency and academic achievement of English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In 2016-17, English Learners account for 24.5% of the student population. There is a wide diversity of languages represented within the English Learner group, but the majority are Spanish speaking. This year, 16% of English Learners were reclassified, and there were 138 State Seals of Biliteracy awarded. There is a wide achievement gap between English Learners and all students on end of year statewide testing as measured by the California Assessment of Student Performance and Progress.

The majority of students at risk of becoming Long Term English Learners are at 4th grade with 46%. Overall district-wide, of the students who are "Ever-EL", 7% of them are at risk of becoming LTEL. The majority of students who are Long Term English Learners are in 7th grade, with 20%. Overall district-wide, of the students who are "Ever-EL", 8.2% of them are LTEL.

English Learners also struggle with earning credits at the secondary level, and have lower rates of credit completion at the semester mark, when compared to All Students.   The monitoring and and support of English Learners is facilitated by the English Learner specialists who lead the placement and monitoring process at all sites. This support is essential, due to the significant numbers of Long Term English Learners at the secondary level who are more likely to drop out of school. Research shows that monitoring progress and engaging in data chats with students are effective strategies with Long Term English Learners. (Olsen, 2014)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.	The district has a performance level of Orange for English Learner progress. The Status is Medium, but the Change is Declined.	Performance level of Yellow, with a Status of Medium, and a Change of Maintained.	Performance level of Green, with a Status of Medium, and a Change of Increased.	Performance level of Green, with a Status of High, and a Change of Increased.
Increase the number of State Seals of Biliteracy awarded to students.	As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.	Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy.	Increase by 12% the number of seals awarded to students receiving the State Seal of Biliteracy.	Increase by 15% the number of seals awarded to students receiving the State Seal of Biliteracy.
Increase the District reclassification rate for English Learners.	The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.	1.2% over State Reclassification rate as reported by CDE.	1.3% over State Reclassification rate as reported by CDE.	1.5% over State Reclassification rate as reported by CDE.
Decrease the number of Long Term English Learners.	In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.	At-Risk: Reduce by .5% of state average based on total "Ever-EL". LTEL: Reduce by 2.5% of state average based on total "Ever-EL".	At-Risk: Reduce by .8% of state average based on total "Ever-EL". LTEL: Reduce by 2.8% of state average based on total "Ever-EL".	At-Risk: Reduce by 1% of state average based on total "Ever-EL". LTEL: Reduce by 3% of state average based on total "Ever-EL".

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...
*implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52)
*support for leveled ELD instruction to target proficiency levels
*targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments
*follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists

2018-19 Actions/Services

Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...
*implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52)
*support for leveled ELD instruction to target proficiency levels
*targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments
*follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists

2019-20 Actions/Services

Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...
*implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52)
*support for leveled ELD instruction to target proficiency levels
*targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments
*follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists

on coaching and support of EL instructional strategies	on coaching and support of EL instructional strategies	on coaching and support of EL instructional strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$396,000	$18,600	$18,600
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount		$49,500	$49,500
Source		Title III	Title III
Budget Reference		1xxx-5xxx	1xxx-5xxx

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, page 57; Goal 3, page 66)	Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, page 57; Goal 3, page 66)	Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, page 57; Goal 3, page 66)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,100,000	$2,181,367	$2,181,367
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income
[Add Students to be Served selection here] | Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here] | All Schools
[Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as: *Continue to provide EL Specialists FTE, EL Coordinators, and clerical support *Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, page 63), recommend appropriate placement, interventions, and provide support for targeted ELD instruction (see also Goal 2, page 59) *Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.	Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as: *Continue to provide EL Specialists FTE, EL Coordinator, EL TOSA and clerical support *Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, page 63), recommend appropriate placement, interventions, and provide support for targeted ELD instruction (see also Goal 2, page 59) *Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.	Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as: *Continue to provide EL Specialists FTE, EL Coordinator, EL TOSA and clerical support *Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, page 63), recommend appropriate placement, interventions, and provide support for targeted ELD instruction (see also Goal 2, page 59) *Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,624,424	$1,515,656	$1,584,065
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$133,768	$165,000	$165,000
Source	Title II	Title III	Title III
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$179,671		
Source	Title III		
Budget Reference	1xxx-5xxx		

Action 4

OR

Actions/Services

Budgeted Expenditures

Amount			

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Some of the greatest indicators of school success are strong home, school, and community partnerships. The ability for parents and stakeholders to have a common vision and understanding of how best to provide support and opportunities for students is essential to their social, emotional, behavioral, and academic achievement.

Research (Dufur, et all, 2012) suggests that schools can support the academic achievement of students through promoting the social capital of families. Family social capital includes those resources that families bring and the practices they engage in to support their children's learning, such as checking homework, discussing school activities, and attending meetings. School social capital includes those practices schools engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. Family social capital has been shown to be more effective in increasing student achievement than school social capital, even when controlling for the variables of family socioeconomic status, size, race, and marital status.

The actions to be implemented in goal 5 address the need to support the social capital of families, by promoting the connections between families and schools, through workshops, events, and through the use of communication tools which provide parents with the information they need to support the learning of their child(ren).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.	Data from the California School Parent Survey shows that 87% of parents had attended a general school meeting. 42% of parents had attended a meeting of the PTA, and 71% had attended a parent-teacher conference. Currently there is little data to report on the demographics of the parents who attend those meetings.	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.
Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.	Some sites/grade levels/classrooms participate in student-led conferences.	Every school site identifies opportunities for student-led demonstrations of proficiency.	Every student has at least one opportunity for a student-led demonstration of proficiency.	Every student has at least one opportunity for a student-led demonstration of proficiency.
Increase opportunities for parent learning through Parent University.	During 2016-17, there were eight Parent University workshops, with topics such as Using Technology, Understanding the iReady assessment, and Social and Emotional Learning. There were also sessions by Parent Institute for a Quality Education (PIQE) at each site.	Increase by 25% the number of opportunities for parent learning through Parent University.	Increase by 25% the number of opportunities for parent learning through Parent University.	Increase by 25% the number of opportunities for parent learning through Parent University.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent/family participation in programs for unduplicated pupils.	Currently, there are limited opportunities for parent/family participation in programs specifically targeted to unduplicated pupils.	Create opportunities for parent/family participation in programs for unduplicated pupils.	Increase by 25% parent/family participation in programs for unduplicated pupils.	Increase by 25% parent/family participation in programs for unduplicated pupils.
Increase parent/family participation in programs for students with special needs.	Currently, there are limited opportunities for parent/family participation in programs specifically targeted to students with special needs.	Create opportunities for parent/family participation in programs for students with special needs.	Increase by 25% parent/family participation in programs for students with special needs.	Increase by 25% parent/family participation in programs for students with special needs.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.	On the 2016-17 California School Parent Survey, 35% of parents strongly agreed that the "school promotes academic success for all students," 29% strongly agreed that the "school provides opportunities for meaningful student participation," and 31% strongly agreed that the "school allows input and welcomes parents' contributions."	40% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.	50% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.	60% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.
Increase number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.	A limited number of partnerships exist to support students, including United Way, the Woodland Schools Foundation, and the Woodland Host Lions.	Increase by 25% the number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.	Increase by 25% the number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.	Increase by 25% the number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	In 2016-17, a pilot was conducted using the Aeries Parent Portal. A group of secondary teachers piloted the portal and gradebook.	Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.	Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.	Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.
Increase the number of hits on district website, parent portal, and social media. Develop district website with communication resources that provide for input and feedback on services and supports to students such as LCAP resources and tools.	In 2016-17, there were 3,365 registered households in Schoolloop. On the district webpage, there were 193,920 sessions (views >15 seconds) as of May 2017. On social media, there were 16,821 Engaged Users on Facebook (people who clicked on a WJUSD post), and 292 Engagements on Twitter (when a user interacts with a tweet).	Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.	Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.	Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Enhance home/community/school partnerships as well as parent and community interests such as:
*Continue to support and grow Parent University to connect parents and families with community and district-based support.
*Offer community-building events such as Read Across America and celebration of student learning and student exhibitions.

2018-19 Actions/Services

Enhance home/community/school partnerships as well as parent and community interests such as:
*Continue to support and grow Parent Empowerment to connect parents and families with community and district-based support.
*Offer community-building events such as Read Across America and celebration of student learning and student exhibitions.

2019-20 Actions/Services

Enhance home/community/school partnerships as well as parent and community interests such as:
*Continue to support and grow Parent Empowerment to connect parents and families with community and district-based support.
*Offer community-building events such as Read Across America and celebration of student learning and student exhibitions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$345,000	$231,200	$231,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Amount	$124,000	$26,180	$26,180
Source	Title I	Title III	Title III
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff.

2018-19 Actions/Services

Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff.

2019-20 Actions/Services

Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff.

*Create communication protocols across sites and refine translation services as needed. *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders. *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.	*Create communication protocols across sites and refine translation services as needed. *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders. *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.	*Create communication protocols across sites and refine translation services as needed. *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders. *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$339,140	$151,848	$151,848
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	$60,000	$18,970	$18,970
Source	Title I	Title I	Title I
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to foster and develop internal and external partnerships to support the needs of all preK-Adult Education students to include: *MOUs with community based organizations in social, emotional, behavioral, and academic areas *Increase connection with industry sector partners to support the expansion of course offerings and CTE pathways *Create relationships with community faith leaders to foster connections between home and school in service of student learning	Continue to foster and develop internal and external partnerships to support the needs of all preK-Adult Education students to include: *MOUs with community based organizations in social, emotional, behavioral, and academic areas *Increase connection with industry sector partners to support the expansion of course offerings and CTE pathways *Create relationships with community faith leaders to foster connections between home and school in service of student learning	Continue to foster and develop internal and external partnerships to support the needs of all preK-Adult Education students to include: *MOUs with community based organizations in social, emotional, behavioral, and academic areas *Increase connection with industry sector partners to support the expansion of course offerings and CTE pathways *Create relationships with community faith leaders to foster connections between home and school in service of student learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$1000	$1000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure that parent and stakeholder groups are in compliance with state and federal guidelines.	Ensure that parent and stakeholder groups are in compliance with state and federal guidelines. Hire a Coordinator of State and Federal Programs Coordinator.	Ensure that parent and stakeholder groups are in compliance with state and federal guidelines.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$1000	$1000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount		$179,908	$179,908
Source		Title I	Title I
Budget Reference		1xxx-5xxx	1xxx-5xxx

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$15,437,565	20.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Woodland Joint Unified School District is meeting the required 20.26% of services under MPP for Low Income, Foster Youth, and English Learners (unduplicated students) by providing the following services for students which are designed to meet the specific needs of unduplicated students.

These programs and supports quantitatively improve and increase services for English Learners:
* English Learner Specialists at each school site (goal 4, action 3)
* English Learner Coordinator, TOSA, and clerical staff (goal 4, action 3)

These programs and supports quantitatively improve and increase services for Foster Youth:
* Foster Youth Program Manager to coordinate outreach and support for Foster Youth (goal 3, action 1)
* Direct support to Foster Youth to include tutoring, transportation, school supplies, and emergency assistance (goal 3, action 1)

These programs and supports quantitatively improve and increase services for Low Income students:
* Internet access at home to use with school issued Chromebook (goal 3, action 4)

Since the percentage of unduplicated students is significant (68%), many programs that qualitatively improve services for unduplicated students are implemented on a schoolwide or districtwide basis.
* Translation support for all parent communications (goal 5, action 2)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

* Site allocations for interventions (goal 4, action 2)
* Implementation of AVID at the elementary level (goal 3, action 3)
* AVID support at all levels (goal 3, action 3)
* Parent trainings, workshops, and events (goal 5, action 1)
* Response to Intervention specialists at each school site (goal 3, action 1)

Demonstration of Increased or Improved Services for Unduplicated Pupils
LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$16,035,740

Percentage to Increase or Improve Services

22.5%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Woodland Joint Unified School District is meeting the required 22.5% of services under MPP for Low Income, Foster Youth, and English Learners (unduplicated students) by providing qualitatively the services for students which are designed to meet the specific needs of unduplicated students. Since the percentage of unduplicated students is significant (68%), many of these programs are implemented on a schoolwide or districtwide basis.

These programs and supports are principally directed to meet the needs of English Learners:
* English Learner Specialists at each school site
* English Learner Coordinators
* Translation support for all parent communications
* Training and support for teachers in the ELD standards

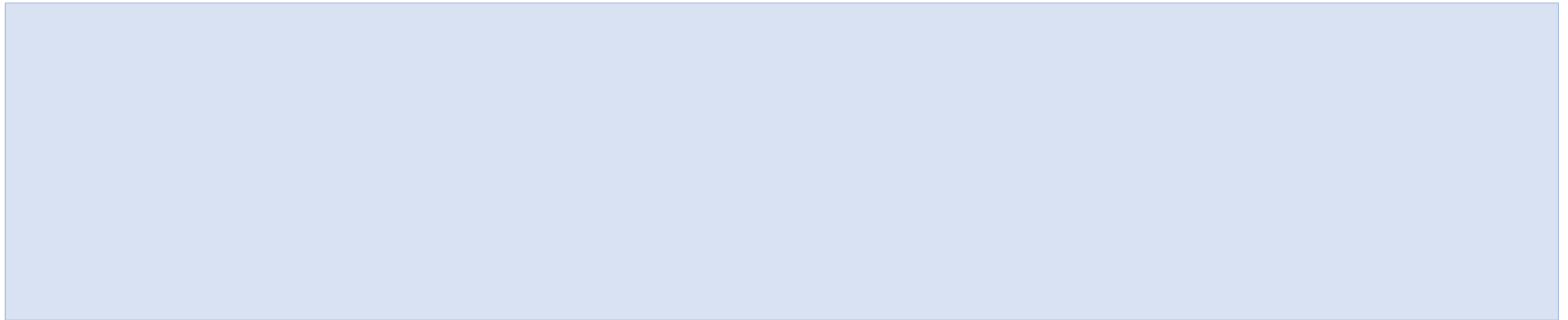These programs and supports are principally directed to meet the needs of Foster Youth:
* Foster Youth Program Manager to coordinate outreach and support for Foster Youth
* Direct support to Foster Youth to include tutoring, transportation, school supplies, and emergency assistance

These programs and supports are principally directed to meet the needs of Low Income students:
* Site allocations for interventions
* Internet access at home to use with school issued Chromebook
* Implementation of AVID at the elementary level
* AVID support at all levels
* Parent trainings, workshops, and events
* Response to Intervention specialists at each school site

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes
> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services
> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis
> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	18,395,760.00	16,936,867.00	18,395,760.00	16,077,056.00	16,188,474.00	50,661,290.00
Other	1,000,000.00	1,319,000.00	1,000,000.00	500,000.00	500,000.00	2,000,000.00
Supplemental/Concentration	16,035,740.00	14,976,432.00	16,035,740.00	13,497,688.00	13,644,116.00	43,177,544.00
Title I	172,936.00	503,185.00	172,936.00	1,471,574.00	1,446,209.00	3,090,719.00
Title I	769,000.00	0.00	769,000.00	0.00	0.00	769,000.00
Title II	238,413.00	138,250.00	238,413.00	367,114.00	357,469.00	962,996.00
Title III	179,671.00	0.00	179,671.00	240,680.00	240,680.00	661,031.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	18,395,760.00	16,936,867.00	18,395,760.00	16,077,056.00	16,188,474.00	50,661,290.00
	17,395,760.00	15,617,867.00	17,395,760.00	15,577,056.00	15,688,474.00	48,661,290.00
4000-4999: Books And Supplies	1,000,000.00	1,319,000.00	1,000,000.00	500,000.00	500,000.00	2,000,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	18,395,760.00	16,936,867.00	18,395,760.00	16,077,056.00	16,188,474.00	50,661,290.00
	Supplemental/Concentration	16,035,740.00	14,976,432.00	16,035,740.00	13,497,688.00	13,644,116.00	43,177,544.00
	Title I	172,936.00	503,185.00	172,936.00	1,471,574.00	1,446,209.00	3,090,719.00
	Title I	769,000.00	0.00	769,000.00	0.00	0.00	769,000.00
	Title II	238,413.00	138,250.00	238,413.00	367,114.00	357,469.00	962,996.00
	Title III	179,671.00	0.00	179,671.00	240,680.00	240,680.00	661,031.00
4000-4999: Books And Supplies	Other	1,000,000.00	1,319,000.00	1,000,000.00	500,000.00	500,000.00	2,000,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	6,249,847.00	6,283,924.00	6,249,847.00	5,512,191.00	5,477,181.00	17,239,219.00
Goal 2	1,460,530.00	1,103,727.00	1,460,530.00	896,355.00	896,355.00	3,253,240.00
Goal 3	5,323,380.00	5,446,810.00	5,323,380.00	5,128,281.00	5,206,300.00	15,657,961.00
Goal 4	4,433,863.00	3,874,964.00	4,433,863.00	3,930,123.00	3,998,532.00	12,362,518.00
Goal 5	928,140.00	227,442.00	928,140.00	610,106.00	610,106.00	2,148,352.00

* Totals based on expenditure amounts in goal and annual update sections.