

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodland Joint Unified School District

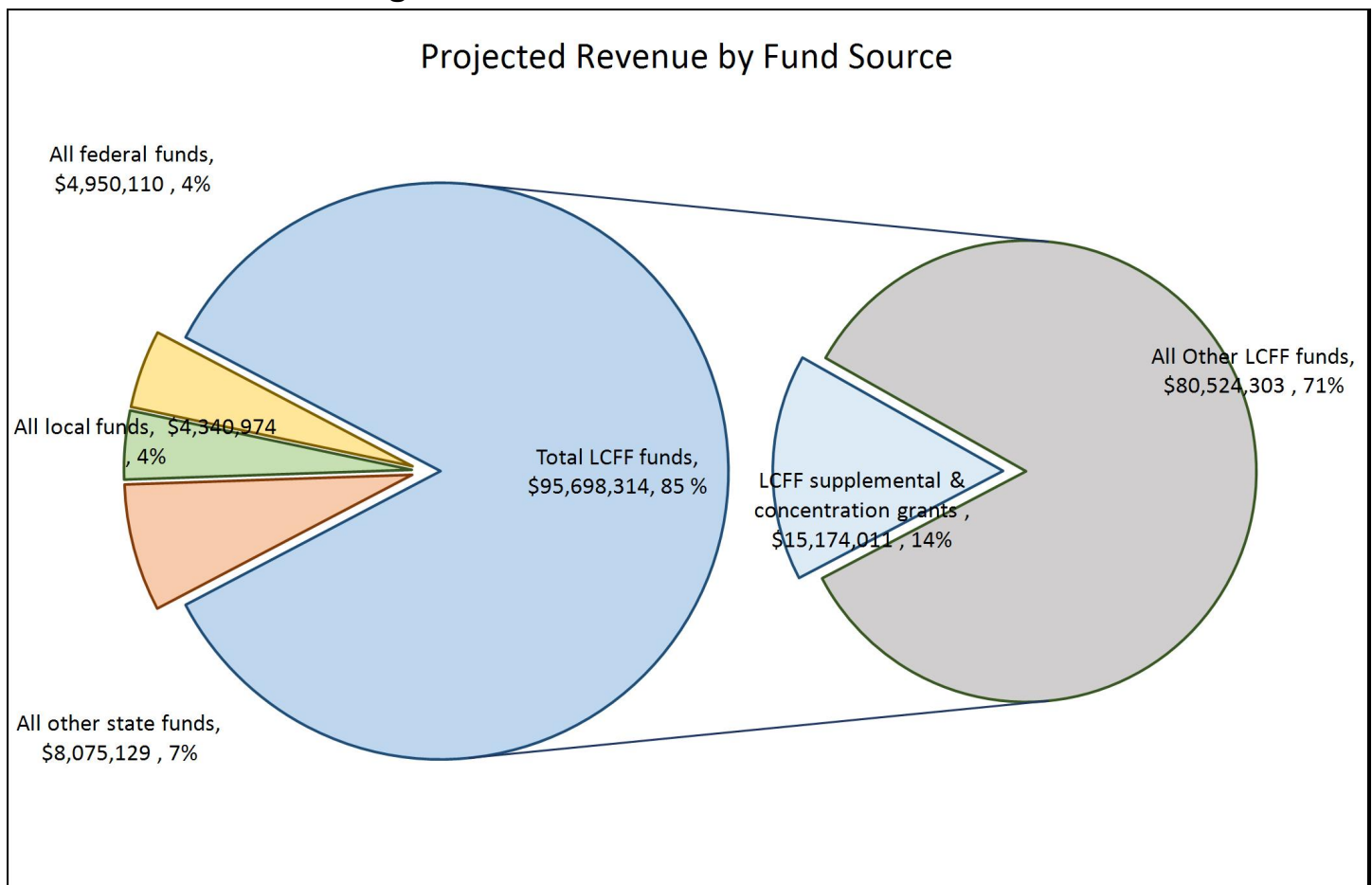
CDS Code: 57-72710-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Thomas Pritchard, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

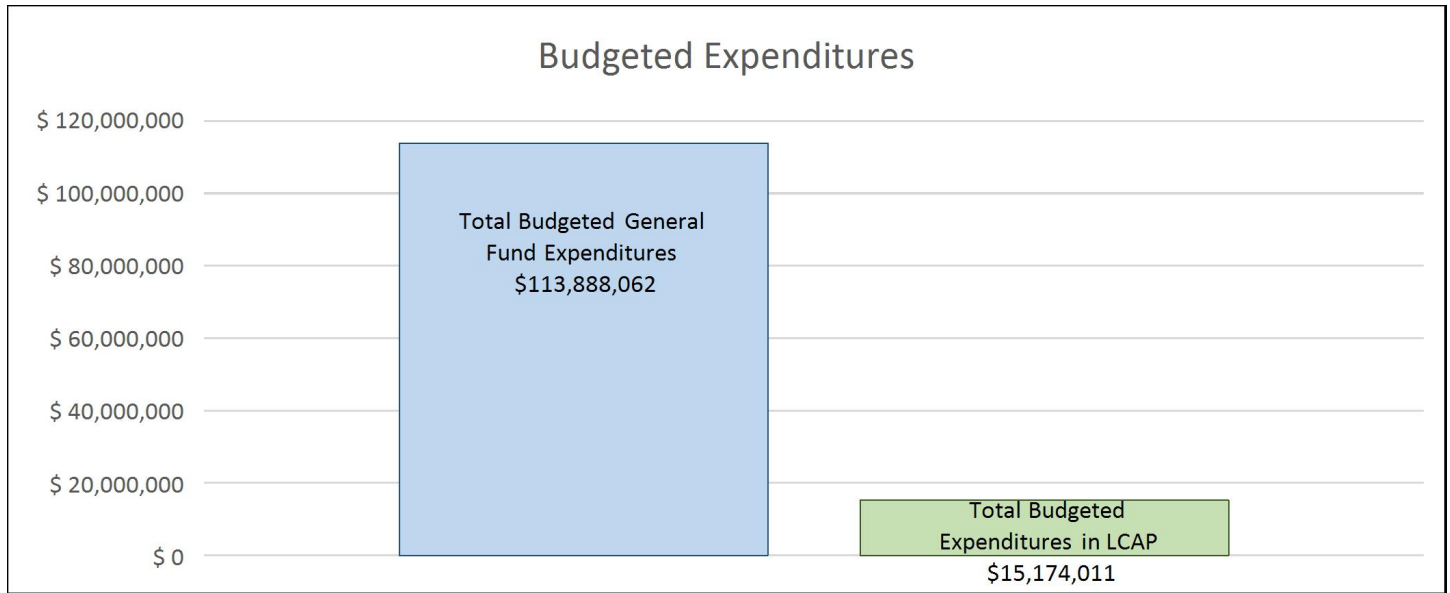


This chart shows the total general purpose revenue Woodland Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Woodland Joint Unified School District is \$113,064,527, of which \$95,698,314 is Local Control Funding Formula (LCFF), \$8,075,129 is other state funds, \$4,340,974 is local funds, and \$4,950,110 is federal funds. Of the \$95,698,314 in LCFF Funds, \$15,174,011 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Woodland Joint Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Woodland Joint Unified School District plans to spend \$113,888,062 for the 2019-20 school year. Of that amount, \$15,174,011 is tied to actions/services in the LCAP and \$98,714,051 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

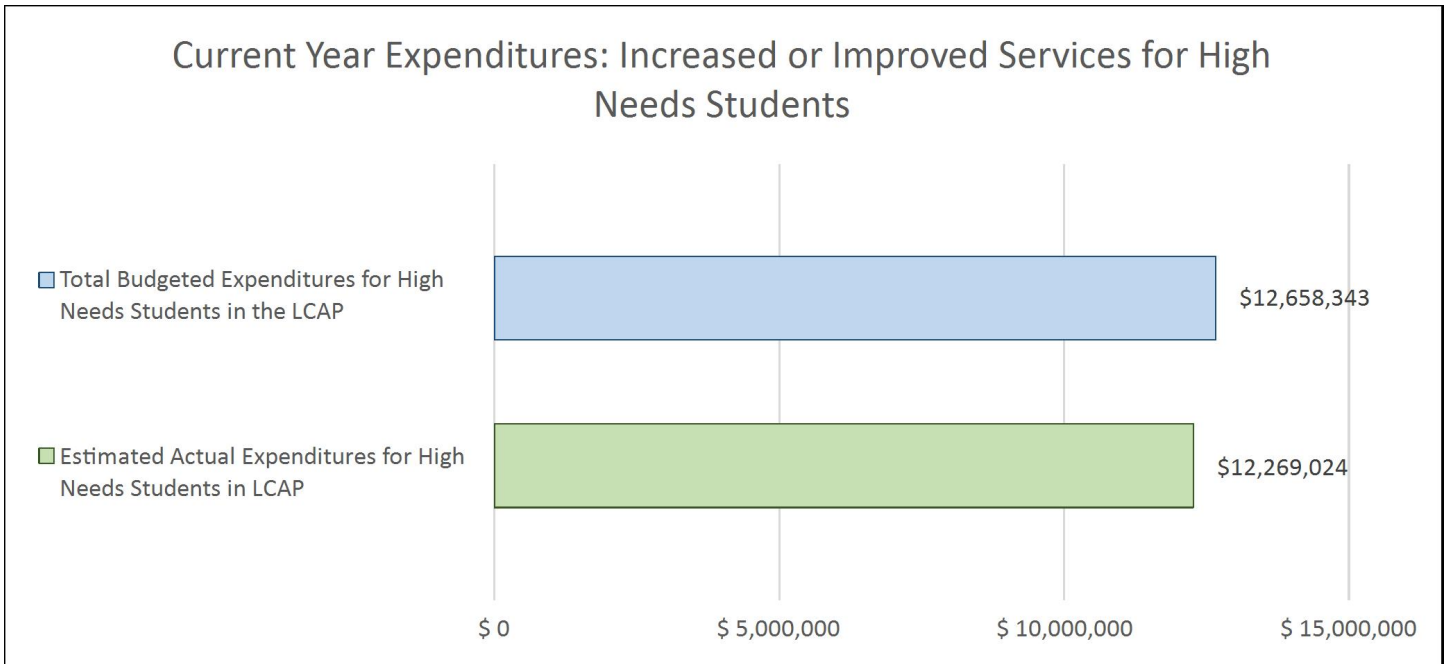
General Fund budget expenditures not included in the LCAP include: home to school transportation for both general education and special education students, food services budgets, maintenance and operations budgets, and staffing costs for most classroom teaching positions.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Woodland Joint Unified School District is projecting it will receive \$15,174,011 based on the enrollment of foster youth, English learner, and low-income students. Woodland Joint Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Woodland Joint Unified School District plans to spend \$18,314,919 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Woodland Joint Unified School District's LCAP budgeted \$12,658,343 for planned actions to increase or improve services for high needs students. Woodland Joint Unified School District estimates that it will actually spend \$12,269,024 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-389,319 had the following impact on Woodland Joint Unified School District's ability to increase or improve services for high needs students: In 2018-19, some expenses which were budgeted were not actualized. There were some staffing changes, such as the resignation of the Family Empowerment Program Manager, and other staffing shortages, which contributed to the decrease in actual expenditures. In most cases, actual student supports were not affected since other staff members took over those duties.

2019-20

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)

[California School Dashboard](#): 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
Woodland Joint Unified School District	Thomas Pritchard Superintendent	thomas.pritchard@wjusd.org 530-406-3202

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 (10,031) 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, 11 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. 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 has declined, 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, opened in Fall 2018, with enrollment in grades TK-3, and will be expanding to TK-4 in Fall 2019.

A breakdown of student enrollment for the 2018-19 school year follows.

- African American 131 (1.3%)
- American Indian 53 (.5%)
- Asian 517 (5.2%)
- Filipino 66 (.66%)
- Hispanic/Latino 6875 (68.5%)
- Pacific Islander 42 (.4%)
- White 2083 (20.7%)
- Two or More Races 169 (1.6%)

Not Reported 95 (.9%)
Socioeconomically Disadvantaged 6380 (63.6%)
English Learner 2335 (23.2%)
Students with Disabilities 1292 (12.8%)
Foster 96 (1%)
Homeless 171 (1.7%)
Migrant 227 (2.3%)

Total 10,031

LCAP Highlights

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

The 2019-20 Local Control Accountability Plan for the Woodland Joint Unified School District continues the work of the previous two school years. This upcoming year's plan is the third year in a three year plan, so the goals and actions remain the same, reflecting a commitment to long term growth and sustainability.

The 2019-20 LCAP addresses the 4 Principles outlined in the English Learner Roadmap. 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 California School Dashboard, 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:

Certification opportunities for students in 9 of 11 Career Technical Education pathways
Consistent use of common district assessments in Reading, Math, and Social-Emotional well-being
Continuing partnerships with Woodland Community College and the City of Woodland
Decrease in suspensions
Decrease in expulsions

Development of additional Ethnic Studies course options to support the Ethnic Studies graduation requirement
Development of Graduate Profile stakeholder team
Establishment of Action Teams which are developing common pacing guides
Establishment of the African American Parent Advisory Council (AAPAC)
Ethnic Studies Summer Institute with 52 teachers attending
Grantwriting to establish College and Career Access Pathways (CCAP) 6 Year Program with WCC and Pioneer High School
Increase in the number of School Site Council representatives on the LCAP Collaborative Committee
Increase in the number of work-based learning opportunities
Team approach to School Plan development focused on Needs Assessments

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 California School Dashboard, 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 Chronic Absenteeism, College/Career Indicator, English Language Arts Academic Indicator, and Math Academic Indicator. All four of those indicators have a performance level of Orange. On the Dashboard, there are five performance levels, which range in color, from Red (lowest performance) to Orange to Yellow to Green to Blue (highest performance).

For the new Chronic Absenteeism indicator, the district's rate is 12.8%, with an increase of 1.1% from the previous year. Most student groups are in the Red (African American students, Students with Disabilities, Foster Youth, Homeless students, and Two or More Races) or in the Orange (Asian students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and White students). Several student groups have very high (>30%) rates of chronic absenteeism, including African American students (33.3%), Foster Youth (31.5%), and Homeless students (32.6%).

For the College/Career Indicator, 37.1% (273) of students (total students = 736) are considered Prepared for College and Career. This rate declined 4.3% from the previous year, for a performance level of Orange. Two student groups are in the Red performance level (Homeless and Students with Disabilities), and four student groups are in the Orange performance level (English Learners, Hispanic students, Socioeconomically Disadvantaged students, and White students). The % (percent) Prepared by the criteria defined by the California Department of Education is as follows:

17.6% (48) Met by Career Technical Education
49.5% (135) Met by Scoring Level 3 on both ELA and Math Smarter Balanced
0% (0) Met by College Coursework
26.4% (72) Met by Score of 3 on two Advanced Placement exams

67.8%(185) Met by a-g Coursework
38.1% (104) Met by State Seal of Biliteracy

On the ELA Academic Indicator, the district maintained its level of 27.5 points below standard, yielding a performance level of Orange. According to the Dashboard, if a student group has a difference of -3 to +3 from year to year, the level is considered "maintained". Students with Disabilities have a performance level of Red. Four student groups have a performance level of Orange. For these student groups in Red and Orange, the average points from standard are as follows:

Students with Disabilities: 116 points below standard (declined -3.8 points)
African American students: 56.1 points below standard (maintained -2.5 points)
English Learners: 61.9 points below standard (maintained 1 point)
Hispanic students: 39.6 points below standard (maintained 2.1 points)
Homeless students: 59.3 points below standard (declined -8.2 points)

For the math academic indicator, the district maintained its level of 58.2 points below standard, yielding a performance level of Orange. Student groups in Red are Homeless students and Students with Disabilities. Student groups in Orange are African American students, English Learners, Foster Youth, Hispanic students, Two or More Races students, Socioeconomically Disadvantaged students, and White students. For those student groups in Red and Orange, the points from standard are as follows:

Homeless students: 95.5 points below standard (declined -21.3 points)
Students with Disabilities: 147.7 points below standard (declined -7.8 points)
African American students: 89.9 points below standard (declined -4.9 points)
English Learners: 84.8 points below standard (declined -3.6 points)
Foster Youth: 95.2 points below standard (increased 35.4 points)
Hispanic students: 70.4 points below standard (maintained 0 points)
Two or More Races: 37.2 points below standard (declined -10.6 points)
Socioeconomically Disadvantaged students: 73.4 points below standard (maintained .2 points)

Based on the greatest needs identified in this section, the needs assessments conducted with school site teams, as well as on the stakeholder feedback provided through multiple means, the district plans to take the following steps to address these needs:

- * continue to focus on quality first instruction
- * continue Action Team meetings to promote teacher collaboration across sites
- * continue to work on alignment between the School Plan for Student Achievement and the LCAP
- * create an aligned system of interventions and supports
- * ensure professional development meets the needs of teachers and staff
- * focus on updating curriculum materials to ensure standards alignment and relevance with our community
- * use systems to promote positive home-school communication

Referring to the California School Dashboard, 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

Performance gaps exist for the Suspension Indicator and the Graduation Rate Indicator.

Suspension Indicator: There is a performance gap between All Students and African American students, American Indian students, and Students with Disabilities.

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

WJUSD will continue to 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.

Comprehensive Support and Improvement

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

Schools Identified

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

T.L.Whitehead Elementary has been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

A district team consisting of Educational Services staff conducted a school-level needs assessment with Whitehead Elementary staff to review data. The data reviewed included data from the California School Dashboard: English Language Arts and Mathematics performance on Smarter Balanced Assessments, suspension rate, and chronic absenteeism. After reviewing the data, the team worked to analyze root causes, establish potential interventions to address the needs, and plan for stakeholder involvement in the development of the School Plan. In terms of resource inequities, one area of struggle for the school is the relatively new teaching staff, with 35% of teachers being in their first or second year. Additionally, Whitehead has a high minority population (85.9%), a high English Learner population (39.6%), and a high population of socioeconomically disadvantaged students (68%). The school also has had high principal turnover, with the current principal in his first year. These data suggest that the school has a need for professional development, to support the staff in meeting the needs of the students, who are high needs. The district will provide financial support to the school for professional development and materials to support classroom instruction. Staff created a survey which was given to all Whitehead teachers to determine professional development needs, which was an area of focus from the needs assessment. Educational Services staff have continued to meet with the principal to provide guidance and support for plan development.

Monitoring and Evaluating Effectiveness

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

The district Educational Services team will establish regular quarterly checkpoints at which plan implementation will be monitored and evaluated. The school has identified professional development and collaboration opportunities as primary action for improving student achievement. To monitor the implementation of professional development, Educational Services staff and the administrator will engage in classroom walkthroughs using an observation tool. This data will be collected and analyzed for effectiveness of implementation. Additionally, student achievement data using iReady will be analyzed for student progress.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Metric/Indicator

Appropriately credentialed and assigned teachers.

18-19

100% of teachers are appropriately credentialed and assigned.

Baseline

99.49% of teachers are appropriately credentialed and assigned.

Metric/Indicator

Student access to instructional materials and supplies.

18-19

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.

Actual

100% of teachers are appropriately credentialed and assigned.

100% of students have access to board-adopted materials and instructional supplies.

Expected

Metric/Indicator

School facilities maintained and in good repair.

18-19

75% of sites have an exemplary rating.

Baseline

24% of sites have an exemplary rating.

Metric/Indicator

Implement a common district instructional focus representing the application of 21st Century skills.

18-19

50% of 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.

Metric/Indicator

Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework.

18-19

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.

Baseline

Based on classroom observations and analysis of Units of Study, not all learning is rigorous and meets grade level standards.

Metric/Indicator

Percentage of staff participating in professional learning.

18-19

100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.

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.

Actual

For the 2018-19, the Facilities Inspection Tool reports show:

Exemplary = 0 schools

Good = 11 schools (65%)

Fair = 6 schools (35%)

Poor = 0 schools

The district instructional focus includes rigorous instruction guided by learning targets and student outcomes which are aligned to standards. District and school administrators have continued to collect evidence of the instructional focus specifically in the area of math 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. The work to define 21st Century skills is beginning with the development of a Graduate Profile. As of June 2019, a team has been established, with completion of the Graduate Profile expected in Spring 2020.

This year, professional development has focused on the use of the academic content standards. At the secondary level, teachers attending the math action team meetings have agreed on common performance tasks which are rigorous and meet the Depth of Knowledge level 3. There is not yet demonstrable evidence to show that classroom tasks are mostly or significantly aligned to standards at all schools.

This year, the major areas the district has offered professional development for are listed below. Average teacher attendance numbers are given in parentheses.

Literacy in the Content Areas (11 teachers)

Balanced Literacy (5 teachers each grades K-2, 3-5)

Ethnic Studies (25 teachers)

History-Social Science (9 teachers each grades K-1, 2-3, 4-5, 6-8, High School)

Mathematics Diagnostic Testing Project Assessment (30 teachers total)

Results Assessments (38 teachers total)

Measures of Academic Progress Assessments (74 teachers total)

UC Davis Summer Math Institute (72 teachers total)

Expected

Actual

Action Teams have also begun meeting again this year. At elementary, each school sends a rep from every grade level. At secondary, every math teacher attends the Action Team meetings.

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, all sites participate 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. This metric is being added to school plans for the 2019-20 school year, so all sites will be collecting data for this metric.

As of the mid year testing window, the percentage of students meeting their growth targets in iReady are:
2nd grade: Reading 37% and Math 26%
3rd grade: Reading 31% and Math 15%
4th grade: Reading 41% and Math 17%
5th grade: Reading 40% and Math 22%
6th grade: Reading 48% and Math 41%

The percentage of students meeting their growth targets in NWEA Map are:
7th grade: Reading 49% and Math 54%
8th grade: Reading 55% and Math 58%
9th grade: Reading 51% and Math 62%
10th grade: Reading 54% and Math 59%

The percentage of students at the Meets and Exceeds Standards level in Spring 2018 SBAC testing for ELA was 40.15%, which was an increase of 1.65%. On the Dashboard, the performance level is Orange. Students are tested on SBAC in grades 3-8 and 11.

The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 49.88%.

Metric/Indicator

Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.

18-19

75% 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.

Metric/Indicator

Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.

18-19

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.

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.

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)

18-19

10% growth over baseline.

Expected

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

Metric/Indicator

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

18-19

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
- *Students with disabilities

Baseline

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

Actual

2017-18 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:

English Learners 4.76%
African American students 30.77%
Homeless Youth 31%
Foster Youth 22%
R-FEP students 48.59%
Migrant students 30.77%
Students with disabilities 10.16%
Low income students 32.95%

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

English Learners 35.39%
African American students 9.38%
Homeless Youth 9.15%
Foster Youth 18.15%
Migrant students 9.38%
Students with disabilities 29.99%
Low income students 7.2%

The percentage of students at the Meets and Exceeds Standards level in Spring 2018 SBAC testing for Math was 28.53%, which was an increase of .74%. On the Dashboard, the performance level is Orange.

The statewide percentage of students at the Meets and Exceeds Standards level for math was 38.65%.

2017-18 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:

English Learners 4.68%
African American students 16.42%
Homeless Youth 18%
Foster Youth 12%
R-FEP students 32.24%
Migrant students 26.38%
Students with disabilities 4.93%
Low income students 22.36%

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

Expected

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

Metric/Indicator

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

18-19

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.

Metric/Indicator

Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.

18-19

Actual

English Learners 23.85%
African American students 12.11%
Homeless Youth 10.53%
Foster Youth 16.53%
Migrant students 2.15%
Students with disabilities 23.6%
Low income students 6.17%

The ELA and Math Academic Indicators on the Fall 2018 Dashboard show a performance level of Orange for ELA (Low/Maintained) and a performance level of Orange for Math (Low/Maintained). For ELA, the district's students average 27.5 points below standard, and for math, the district's students average 58.2 points below standard.

For ELA, the performance levels by student group:

Red: Students with Disabilities

Orange: African American, English Learners, Hispanic, and Homeless students

Yellow: Foster Youth, Two or More Races, Socioeconomically Disadvantaged, and White students

Green: Asian students

Blue: none

For Math, the performance levels by student group:

Red: Homeless, Students with Disabilities

Orange: African American, English Learners, Foster Youth, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White students

Yellow: Asian students

Green: none

Blue: none

For both ELA and Math, the student groups of American Indian, Filipino, and Pacific Islander are too few in number to receive a performance color.

The English Learner Progress Indicator relies on the data from the statewide test of English Language Development. Due to the transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC), the English

Expected

Performance level of Green, with a Status of Medium, and a Change of Increased.

Baseline

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.

18-19

Increase by 12% 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.

Actual

Learner Progress Indicator (ELPI) is not yet available. The CDE expects to have an ELPI by the fall of 2020.

As of May 2018, 120 seals have been awarded, which is a decline from the previous year.

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
<p>Implement base instructional program for preK - Adult Education to include:</p> <ul style="list-style-type: none"> * appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities * student-centered learning spaces and environments 	<p>The district provided the base instructional program for all preK - Adult Education students. 100% 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.</p> <p>Funds were allocated for a textbook adoption for English Language Arts materials for secondary classrooms, but have not yet been spent. The pilot for</p>	<p>1xxx-5xxx Supplemental/Concentration \$2,280,079</p> <p>Lottery funds 4000-4999: Books And Supplies Other \$500,000</p> <p>1xxx-5xxx Title II \$200,000</p> <p>1xxx-5xxx Title I \$35,010</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,442,317</p> <p>Lottery funds 4000-4999: Books And Supplies Other \$0</p> <p>1xxx-5xxx Title II \$232,780</p> <p>1xxx-5xxx Title I \$35,010</p>

these materials is planned for Fall 2019, with adoption happening in Spring 2020.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to develop and refine a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:</p> <ul style="list-style-type: none"> *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. 	<p>The district instructional focus was developed last year, and the subject area that we have focused on is math for this school year. In order to develop common language and understanding around best practices in math instruction, administrators at Leadership Academy (monthly meetings with all Educational Services administrators) have engaged in professional development provided by the UC Davis Math Project, engaged in classroom walkthroughs at all levels - elementary, middle, and high school, and provided feedback to teachers.</p> <p>In the area of coaching, English Learner Specialists have been trained by the Placer County Office of Education in a coaching model. This year, 5 new EL Specialists were trained.</p> <p>The work to establish common practices to implement rigorous tasks has begun with the Secondary Action Teams, which are teams of teachers in the English and Math departments who come together across sites to</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,040,958</p> <p>1xxx-5xxx Title I \$60,000</p> <p>1xxx-5xxx Title II \$98,404</p>	<p>1xxx-5xxx Supplemental/Concentration \$976,216</p> <p>1xxx-5xxx Title I \$276,583</p> <p>1xxx-5xxx Title II \$15,465</p>

*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

discuss and review curriculum pacing, standards, and alignment. The Action Teams are working to develop common assessments, focusing mainly on Performance Tasks, which are rigorous tasks aligned to standards.

Technology training is provided by the Technology TOSAs mainly through the Innovator Cohort. The Innovator Cohort supported teachers via two levels of professional learning through the process of innovating their teaching. As part of this process they were guided through learning Google tools more deeply, and taking the Google Certified Educator exam (level 1 or 2). Teachers then created a project with a focus on moving their own practice forward and integrating technology within their classroom. Projects were presented at a District Technology Fair and shared on a website so that others can learn from and further develop their ideas.

Training has been provided to Classified Staff in numerous ways, including Google and Gmail training, Paraprofessional Summer Institute, Non-Violent Crisis Intervention, and Restorative Practices.

In order to provide more training opportunities than were originally planned, additional funds were allocated from Title I to provide for

professional development. Due to restructuring within the Title II budget, fewer funds were used for training than were planned.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness.</p> <p>*Continue to implement a process for monitoring systemwide progress (i.e. Learning Walks).</p> <p>*Provide site funds for interventions based on student need.</p>	<p>The district gathers numerous datapoints on school and student progress, including benchmark and summative assessments, which are designed to provide teachers with information about student progress. All elementary sites held academic conferences this year, which are meetings that site administrators hold with teachers to analyze student progress and plan for interventions for students who are not achieving. This year, to support the achievement of all ELs, but especially Long Term English Learners, all secondary schools have engaged in English Learner monitoring, which involves a team of staff that identify EL students who are not progressing, identifies interventions that might support the student, and plans for further monitoring.</p> <p>Site funds for interventions have been provided to sites. Site administrators outline the use of the funds in the School Plan, and may include, but are not limited to: tutoring, intervention classes, after school programs, additional materials for interventions, and</p>	<p>1xxx-5xxx Supplemental/Concentration \$325,460</p> <p>1xxx-5xxx Title I \$972,280</p>	<p>1xxxx-5xxx Supplemental/Concentration \$78,575</p> <p>1xxx-5xxx Title I \$1,459,051</p>

additional support staff for interventions.

Restructuring of the Title I budget allowed for some expenditures in data and assessment to be paid for using Title I instead of supplemental/concentration funds.

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, with a focus on quality first instruction and curricular alignment. Training has been provided in English Language Arts, Mathematics, and History-Social Science. Teachers have met as Action Teams to review pacing and develop common agreements, develop and review common assessments, and plan for instruction. At the elementary level, one grade level representative from each school attends the Action Team meetings. At the secondary level, all Mathematics teachers have been attending the Action Teams. A challenge associated with this goal has been the need to provide sustained support in the areas of ELA and math, which are high priority areas, while other curricular areas have not received professional development.

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

In classroom and school walkthroughs, the district is seeing incremental improvements in alignment to standards, use of the core curriculum, and evidence of collaboration. The work in mathematics that the district office has engaged in has helped to support administrator understanding of the mathematical practices. This focus on math has included: bringing administrators together to conduct walkthroughs at the elementary, middle, and high school levels; by providing training to administrators from the UC Davis Mathematics Project, which is the same training provider for K-12 teachers; by engaging in data review and root cause analysis to help administrators develop priorities around math instructional improvement. In 2017-18, there were small gains in the Smarter Balanced Assessment results for English Language Arts and Mathematics, but performance overall in both content areas is in the Orange on the California School Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1, there is a material difference between budgeted and estimated actual expenditures since funds were budgeted for a secondary ELA textbook adoption and have not yet been spent. The adoption is planned for 2019-20, with a pilot happening in Fall 2019, and adoption in Spring 2020. There were funds budgeted for student-centered learning environments which were not spent, as well as funds budgeted for instructional materials and resources which were not spent. In Action 2 and 3, there is a material

difference between budgeted and actual expenditures due to restructuring of the Title I budget. In Fall 2018, the Title I plan was revised and some expenses (for professional development and for assessments) were moved from Title II and supplemental/concentration to Title I.

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.

Changes to Goal 1 are the result of the Comprehensive Support and Improvement plan developed for Whitehead School. The major components of the CSI plan that are addressed in Goal 1 for Whitehead include professional development, coaching, and opportunities for peer observation for staff. In order to promote alignment of School Plans with the LCAP, several metrics from this goal will be included in all SPSAs: (1) Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices; (2) Percentage of students who reach growth targets on iReady and NWEA in Reading and Math; and Show growth on the ELA and Math Academic Indicator. Site staff and administrators will be required to measure and report on progress on these metrics. Actions 2 and 3 for 2019-20 are Modified due to changes in budgeted amounts. In Fall 2018, the Title I budget was updated and restructured, which has led to some substantial changes to the way funds are allocated.

Annual Update

LCAP Year Reviewed: 2018-19

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

Metric/Indicator

Personalized learning plans for all students to have ownership and engagement in their college and career goals.

18-19

75% of 7th - 12th grade students will participate in creating and monitoring their own 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.

Metric/Indicator

Graduation requirements represent UC/CSU admission and/or industry certification.

Actual

Approximately 100% of 9th - 12th graders have created a 4 year plan.

The district has not yet begun the work of updating graduation requirements. This Spring 2019, a team will begin the process of developing a graduate profile, which will identify those skills that are considered essential for

Expected

18-19

70% of students are enrolled in a broad course of study that leads to eligibility for 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.

Metric/Indicator

Percentage of students completing UC/CSU A-G course requirements.

18-19

Increase by 10% the number of graduates that complete UC/CSU A-G requirements.

Baseline

38% 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.

18-19

50% of courses align to a pathway that results in certification.

Baseline

Currently, not all Career Technical Education (CTE) courses align with industry sectors or result in certification.

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.

Actual

students graduating from WJUSD. The graduate profile is expected to be completed by Spring 2020, and that will help to inform future plans. As far as industry certification for Career Technical Education pathways, 9 of 11 pathways have certification opportunities for students completing the capstone course:
Ag Mechanics, Animal Science, Ornamental Horticulture, Systems Diagnostics, Repair & Service, Welding, Cabinetry, Millwork & Woodworking, Child Development, Food Service & Hospitality, and Networking.

High school graduates are required to take a minimum of 15 college-preparatory course with a letter grade of C or better in certain content areas in order to meet the minimum requirements of admission to the University of California or California State University. In the school year 2017-18, 30.5% of high school graduates from Pioneer High and Woodland High met the UC/CSU a-g course requirements. By race/ethnicity, the percentage of high school graduates meeting a-g:
Asian 48.9%
Hispanic/Latino 25.6%
White 38%

By program, the percentage of high school graduates meeting a-g:
English Learners 7.1%
Foster Youth 0%
Homeless Youth 16%
Migrant Education 20.8%
Students with Disabilities 8.6%
Socioeconomically Disadvantaged 24.1%

Currently, 9 of 11 pathways (Ag Mechanics, Animal Science, Ornamental Horticulture, Systems Diagnostics, Repair & Service, Welding, Cabinetry, Millwork, & Woodworking, Child Development, Food Service & Hospitality, and Networking) result in certification. There are five pathways that support high demand, local industry sectors: Agriscience; Welding, Cabinetry, Millwork, and Woodworking; Child Development; and Food Service & Hospitality, and only one of them (Agriscience) does not currently offer certification.

For 2017-18, the total number of unique enrollments in AP courses was 1261. The number of enrollments that received a passing grade of C or better is

Expected

18-19

Increase by 15% the number of students passing the AP course 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.

Metric/Indicator

Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).

18-19

85% of students enrolled in an AP course take an AP test and 65% 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).

18-19

35% of 11th graders are ready for college-level work in English Language Arts and Math.

Actual

1063, yielding a passage rate of 84%. By race/ethnicity, enrollment numbers and passing percentages are as follows:

Hispanic/Latino...772 course enrollments/ 86% passing
American Indian...1 course enrollment/ 100% passing
Asian...125 course enrollments/ 75% passing
Pacific Islander...10 course enrollments/ 90% passing
Filipino...17 course enrollments/ 76% passing
African American...7 course enrollments/ 86% passing
White...307 enrollments/ 84% passing

By program, enrollment numbers and passing percentages are as follows:

English Learner...16 enrollments/ 88% passing
Low Income...640 course enrollments/ 83% passing
Foster Youth...0 enrollments
Special Education...16 course enrollments/ 100% passing

In 2017-18, there were a total of 1261 Advanced Placement course enrollments. Of those course enrollments, there were 661 Advanced Placement exams taken. Courses with high test taking rates (>80%) were: AP Calculus AB and AP Spanish Language. Of the 661 exams taken, 348 were passed, yielding a passage rate of 53%. Courses with high test passage rates (>80%) were: AP Art, AP Art 2D, AP Calc BC, AP Spanish Language, and AP Spanish Literature.

By student group, the AP passage rate is:

African American 0% (4 tests taken)
American Indian 0 tests taken
Asian 34% (61 tests taken)
Filipino 67% (6 tests taken)
Hispanic 54% (418 tests taken)
Pacific Islander 29% (7 tests taken)
White 56% (151 tests taken)
English Learner 86% (7 tests taken)
Foster Youth 0 tests taken
Low Income 50% (342 tests taken)
Special Education 50% (6 tests taken)

The 2018 SBAC results show that 20.46% of 11th graders are ready for college-level work in English Language Arts, and 6.54% of 11th graders are ready for college-level work in Math.

Expected

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.

Metric/Indicator

Increase the number of students dual and concurrently enrolled in community college classes.

18-19

10% growth over baseline for 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.

Metric/Indicator

Increase the District reclassification rate for English Learners.

18-19

1.3% 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%.

Metric/Indicator

Decrease the number of Long Term English Learners.

18-19

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".

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.

Metric/Indicator

Increase the cohort graduation rate at each high school.

18-19

Increase the cohort graduation rate at all high schools to 96%.

Baseline

Actual

In the 2017-18 school year, there were no students dual enrolled. There were a total of 53 students concurrently enrolled, taking a total of 66 classes. By school, the concurrent enrollment was as follows:
WHS - 31 students took 35 classes
CCHS - 1 student took 1 class
PHS - 21 students took 30 classes

In 2018-19, the district successfully co-wrote a grant with Woodland Community College to establish a 6 year school-college-work pathway to be established at Pioneer High School. The planning year starts in July 2019, with the first cohort of students starting in fall 2020.

The district reclassification rate is 15.9%, with 391 students reclassified in 2018-19. The state reclassification rate is 13.8%.

In 2018-19, there are 334 (7.3%) long term English Learners. By grade level, the numbers are as follows:
7th grade: 75 LTEL/138 EL/817 total enrolled
8th grade: 75 LTEL/99 EL/753 total enrolled
9th grade: 55 LTEL/94 EL/779 total enrolled
10th grade: 32 LTEL/54 EL/702 total enrolled
11th grade: 53 LTEL/89 EL/757 total enrolled
12th grade: 44 LTEL/90 EL/767 total enrolled

The 2017-18 Four Year Adjusted Cohort Graduation Rate is 92.4% for Pioneer High School, 93.5% for Woodland High School, and 69.7% for Cache Creek High School.

Expected

The 2015-16 cohort graduation rate for CCHS is 65.3%, for PHS is 94.3%, and for WHS is 94%.

Metric/Indicator

Decrease the number of middle school and high school dropouts.

18-19

Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 15.

Baseline

In 2015-16, there were two middle school dropouts, and 41 high school dropouts.

Metric/Indicator

Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives.

18-19

Increase by 10%.

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.

18-19

Develop consistent practices based upon the 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.

Metric/Indicator

Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.

18-19

Ensure opportunities for all K-12 students to take courses within a coherent, aligned VAPA pathway.

Baseline

Actual

In 2017-18, there were no middle school dropouts. There were a total of 40 dropouts, including 21 at Cache Creek High School, 12 at Pioneer High School, and 5 at Woodland High School.

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 district-wide that captures the number of goals being met, since they are developed on an individual student basis.

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.

There is no data to report on the numbers of students who have meaningful participation in VAPA. However, this year, district teachers have worked to revise VAPA courses to be aligned with the current standards. Courses that have been revised are: Beginning Piano, Intermediate Piano, Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, Choir, Concert Choir, and Chamber Singers. New courses have also been written: Guitar a-g now!, Honors Jazz, and Honors Wind Ensemble.

Expected

Visual and Performing Arts classes are singletons and are not consistently aligned with the Visual and Performing Arts standards.

Metric/Indicator

Increase opportunities for all students to learn through online platforms.

18-19

Increase by 10% over the previous year students accessing online coursework using multiple platforms towards their graduation requirements.

Baseline

Currently, some students use programs such as CyberHigh for credit recovery and Odysseyware to supplement coursework.

Metric/Indicator

Increase the number of students who are "Prepared" on the College and Career Indicator (California School Dashboard).

18-19

45% of students are Prepared on the CCI.

Baseline

34.7% of students are Prepared on the CCI (2013-14 data).

Actual

In 2018-19, the district has focused on training for Odysseyware, providing opportunities for teachers to learn about the platform. This training has led to more teachers and students using the platform. As of March 2019, there are 332 students using Odysseyware, an online platform. Those 332 students are working within the platform on content for 848 courses/ learning paths. The majority of students are working on their Learning Path, which is personalized content set up by Odysseyware using the students' NWEA Map assessment results. The Learning Path identifies which skill areas students need to remediate, and provides instruction through lessons, quizzes, and tests in those areas. Teachers are able to modify the Learning Path as needed based on the students' needs.

For the College/Career Indicator, 37.1% (273) of students (total students = 736) are considered Prepared for College and Career. This rate declined 4.3% from the previous year, for a performance level of Orange. Two student groups are in the Red performance level (Homeless and Students with Disabilities), and four student groups are in the Orange performance level (English Learners, Hispanic students, Socioeconomically Disadvantaged students, and White students). The % (percent) Prepared by the criteria defined by the California Department of Education is as follows:

- 17.6% (48) Met by Career Technical Education
- 49.5% (135) Met by Scoring Level 3 on both ELA and Math Smarter Balanced
- 0% (0) Met by College Coursework
- 26.4% (72) Met by Score of 3 on two Advanced Placement exams
- 67.8%(185) Met by a-g Coursework
- 38.1% (104) Met by State Seal of Biliteracy

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

The district has made progress in expanding opportunities for online learning, dual/concurrent enrollment, dual immersion program, and Ethnic Studies courses.

The district has implemented online learning through a software-based program called Odysseyware. Odysseyware has been used at Cache Creek High School with success in credit recovery. Last year, a few teachers at Woodland High and Pioneer High began using it with their students. This year, training has been conducted at Lee Middle, Douglass Middle, and Pioneer High to expand implementation. Teachers learned how to use the Learning Path created by Odysseyware with their students, which is based on NWEA Map assessment results. In the Learning Path, students are presented with content based on their identified academic needs.

This year, the district successfully co-wrote a grant with Woodland Community College to establish a College and Career Access Pathway (CCAP) program at Pioneer High School. The 2019-20 school year will serve as a planning/development year, with the first cohort of students to be enrolled in Fall 2020. This partnership will involve creating college credit courses which

1xxx-5xxx
Supplemental/Concentration
\$810,390

1xxx-5xxx
Supplemental/Concentration
\$761,438

1xxx-5xxx Title II \$59,065

1xxx-5xxx Title II \$2568

1xxx-5xxx Title I \$20,000

students will take while they are in high school.

This year, the district has expanded the dual immersion program to both middle schools, with a Spanish 7 course. Both middle schools also offer two DI history courses, DI World History in 7th grade and DI US History in 8th grade.

Three additional courses have been approved to meet the Ethnic Studies graduation requirement this year: PUENTE English 9, PUENTE English 10, and Art and Culture.

The district has not yet made progress on interdisciplinary UC a-g courses, integrated CTE, or integrated VAPA.

Title I and Title II budgets were restructured in Fall 2018, resulting in changes to expenditures.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Students at the two comprehensive high schools have been using the California Colleges Guidance Initiative, which is a web-based program, in which students create their own learning plan.</p>	<p>1xxx-5xxx Supplemental/Concentration \$18,300</p>	<p>1xxx-5xxx Supplemental/Concentration \$7975</p>

information regarding student achievement
 *plans and course of study that include student voice and choice

Secondary teachers use the Aeries portal to communicate with parents and families about student grades. There are not yet district-wide common agreements about how often grades should be posted.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>A team has been developed that will engage in the process of creating a Graduate Profile. The Graduate Profile will identify the skills and attributes for successful WJUSD graduates. The team will begin meeting Spring 2019, with expected completion of the Graduate Profile by Spring 2020. The work of the Graduate Profile will inform the eventual revision process for graduation requirements.</p> <p>Through the use of the online program Odysseyware, the district is providing opportunities for students to learn at personal rates.</p> <p>Master schedule development that prioritizes EL and SpEd learners was a focus for a training that all secondary school teams attended in March 2019. Plans are in place to offer additional training and support for teams to effectively address student need through the</p>	<p>1xxx-5xxx Supplemental/Concentration \$8600</p>	<p>1xxx-5xxx Supplemental/Concentration \$0</p>

master schedule development process.

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.

Highlights of the implementation of Goal 2 include: further alignment and refinement of Career Technical Education pathways, opportunities for students at Cache Creek High School to access Workforce Innovation and Opportunity Act services, teacher training in Ethnic Studies, creation and implementation of additional Ethnic Studies courses, development of a College and Career Access Pathway (CCAP) program grant with Woodland Community College, expansion of the dual immersion pathway with Spanish Language courses in grades 7 and 8, and additional training and implementation of Odysseyware at the secondary schools. A challenge associated with the implementation of this goal has been the need to move forward with Ethnic Studies course creation to ensure that students have options, at the same time that a cohort of teachers are being trained, developing their knowledge and skills in this area.

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

There continues to be a disconnect between the district high school graduation rate and the a-g completion rate, with the a-g completion rate declining in 2017-18; however, the district expects to see an increase in the number of students that are "Prepared" on the College/Career Indicator, when it is reported on the California School Dashboard in November 2019, due to improvements in the way data is reported for students taking college courses concurrently. Implementation of the dual immersion expansion at middle school has been successful, with a Spanish 7 course at each middle school, as well as Spanish US History and Spanish World History. This year, the Spanish 8 course was written and approved, and will be offered next year to students continuing their language learning. The implementation of Ethnic Studies was also successful, with new courses written and approved, and high school course requests for Ethnic Studies courses for next year have increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds budgeted for Action 3 were not spent; funds were budgeted for this action for staffing costs (hours) but the activities were covered during the staff members' work day.

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 the district has made in Goal 2, the actions will remain the same. In the 2019-20 school year, the district will continue to focus on implementation of Ethnic Studies, with training for all history-social science teachers in grades 7-12. The work of developing a graduate profile has begun, and will continue into the 2019-20 school year. The district will continue the expansion of

dual immersion into middle school with the implementation of a Spanish 8 course. Work will begin on the CCAP grant program with Woodland Community College, with the first year of implementation in 2020-21. In order to assist with alignment of School Plans with the LCAP, metrics will be included in all SPSAs: (1) Percentage of students completing UC/CSU a-g course requirements (high school only); (2) Number of pathways that result in certification in high demand, local industry sectors (high school only); (3) Increase the number of students who are "Prepared" on the College/Career Indicator (high school only); and (4) Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts. Site staff and administrators will be required to measure and report on school progress on these metrics. Actions 1, 2, and 3 for 2019-20 are Modified due to changes in budgeted amounts. In Fall 2018, categorical budgets were updated and restructured, which has led to some substantial changes to the way funds are allocated.

Annual Update

LCAP Year Reviewed: 2018-19

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

Metric/Indicator

Decrease the number of students who are chronically absent.

18-19

6% of students are chronically absent.

Baseline

As of March 2017, 9.6% of students are chronically absent.

Actual

The rate of chronic absenteeism reported in the 2018 Dashboard (most recent data) is 12.8% for all students. For chronic absenteeism, students in grades K-8 are included, and the total students are 6,996. Rates for each student group are as follows:

- African American - 33.3% (99 students total)
- Homeless - 32.6% (224 students total)
- Foster Youth - 31.5% (89 students total)
- Students with Disabilities - 21.1% (998 students total)
- Two or More Races - 15.6% (154 students total)
- Socioeconomically Disadvantaged - 14.7% (4,872 students total)
- American Indian - 14.3% (42 students total)
- White - 13% (1,428 students total)
- Hispanic - 12.6% (4,834 students total)
- English Learners - 12.1% (2,178 students total)
- Asian - 8.5% (366 students total)
- Filipino - 0% (47 students total)

Expected

Metric/Indicator

Increase the attendance rate for all schools.

18-19

The district-wide attendance rate is 97%.

Baseline

As of March 2017, the district-wide attendance rate is 94.14%.

Metric/Indicator

Increase the number of students in the Healthy Fitness Zone in all 6 standards.

18-19

40% 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.

18-19

Increase by 10% 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).

Actual

For the month of March, the district-wide attendance rate is 93.71%. By school, the attendance rate is:

Beamer 94.1%
Dingle 94.6%
Freeman 93.77%
Gibson 94.05%
Maxwell 93.9%
Plainfield 95.31%
Spring Lake 93.24%
Tafoya 93.75%
Whitehead 92.12%
Prairie 93.99%
Zamora 93.63%
Douglass 94.09%
Lee 94.7%
Pioneer 94.56%
Woodland 92.9%
Cache Creek 78.02%

In the 2017-18 school year, 25% of 5th graders met all 6 Healthy Fitness Standards. 29% of 7th graders met all 6 standards, and 23% of 9th graders met all 6 standards.

In 2018-19, student sense of safety on the California Healthy Kids Survey (school perceived as safe or very safe) is: 74% (5th grade), 64% (7th grade), 58% (9th grade), 50% (11th grade), and 69% (CCHS). Student sense of safety decreased for 5th, 7th, and 11th grade, and increased for 9th grade and CCHS since the baseline year in 2017.

Student sense of connectedness is 70% (5th grade), 66% (7th grade), 56% (9th grade), 48% (11th grade), and 63% (CCHS). Student sense of connectedness has increased for all grade levels since the baseline year in 2017.

Expected

Metric/Indicator

Decrease the number of expulsions.

18-19

The number of expulsions is 5.

Baseline

As of March 2017, the number of expulsions is 8.

Metric/Indicator

Ensure that the number of suspensions is proportionate to the population.

18-19

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.

Metric/Indicator

Decrease the total number of suspensions.

18-19

The number of suspensions (in school and out of school) is 435.

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.

Actual

As of June 2019, there are two expulsions.

For school year 2017-18, the total number of suspensions district-wide was 1,152. By race/ethnicity, the number of suspensions and the percentage proportion of total suspensions is as follows:

African American 50 (4%)

American Indian 8 (.6%)

Asian 26 (2.3%)

Filipino 0 (0%)

Hispanic/Latino 790 (69%)

Pacific Islander 4 (.3%)

White 254 (22%)

Two or More Races 14 (1%)

Not Reported 6 (.5%)

By program, the number of suspensions and the percentage proportion of total suspensions is as follows:

English Learners 271 (24%)

Foster Youth 56 (4.8%)

Homeless Youth 39 (3.4%)

Migrant Education 16 (1.4%)

Socioeconomically Disadvantaged 950 (82.4%)

Students with Disabilities 259 (22.5%)

The number of suspensions for African American students, Socioeconomically Disadvantaged students, and Students with Disabilities is disproportionate.

The number of suspensions (in school and out of school) as of March 2019 is 623.

Expected

Metric/Indicator

Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports.

18-19

75% of classrooms are fully implementing student-centered practices and 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.

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.

18-19

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.

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.

Metric/Indicator

Ensure access to extended learning opportunities.

18-19

Increase by 10% 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.

Metric/Indicator

Ensure 1:1 access in classrooms and at home.

18-19

All parents and guardians who qualify for wi-fi hot spots are provided with the devices.

Baseline

Actual

All school sites have common behavioral expectations, (such as Be Safe, Be Respectful, Be Responsible) and continue to reinforce and focus on Tier I behavioral supports. All school sites are focusing on targeting and building Tier II interventions. Site wide Restorative Practices training has been provided at Dingle, Sci Tech, Spring Lake, and Douglass Middle.

In March 2019, teams from every secondary school site attended a training at the Yolo County Office of Education on Master Scheduling and Co-teaching. Teams included district office and site administrators, Special Education teachers, counselors, and EL services staff. This training was provided as the first step towards ensuring that staff have a common understanding of best practices of master schedule building to ensure that the needs of Special Education students and English Learners are met.

Additionally, in spring 2019, a district team of stakeholders will begin the work of designing a Graduate Profile. This work will continue into fall/winter 2019.

As of March 2019, 83 students are currently in internships with our CTE capstone classes. Veterinary Science students are interning at vet hospital and animal businesses. Ag Engineering 3 students are interning at agriculture shops. Careers with Children students are interning at WJUSD preschools, elementary schools, and other youth organizations. Floral Design students are interning at various flower shops, and Automotive Technology students are interning at local mechanics shops.

As of March 2019, 956 wireless hot spots have been provided. All families who were eligible and filled out an application have been provided with a hot spot for use at home. The hot spot provides internet access which students use to access documents, curriculum, and homework using their chromebook.

Expected

More than 1000 parents and guardians received wi-fi hot spots for home internet access.

Metric/Indicator

Provide a coherent data management system that allows for monitoring of student data.

18-19

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.

Metric/Indicator

Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.

18-19

Implement regular and ongoing professional learning for all counselors to demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.

Baseline

Currently, counselors provide varying levels of support for students' social, emotional, academic, and behavioral needs.

Metric/Indicator

Provide targeted professional learning of classified staff to support student learning goals.

18-19

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.

Actual

Data-based decision making has been a focus for this year's work with administrators and with school teams. The district has a robust student data system, with many datapoints collected throughout the year in multiple areas, including student socio-emotional wellbeing and academic achievement.

This year, a key focus has been on establishing processes to align the School Plan with the LCAP. To begin this process, Educational Services has conducted needs assessments with every school site team, to review data, identify performance gaps, analyze root causes, and create change ideas (actions and strategies). The needs assessment is central to the development of the School Plan. Significant changes have occurred to the School Plan template, with the addition of metrics, baseline, and expected outcomes within each goal. In order to promote alignment, Educational Services identified several key metrics for each goal that will be common for each school site.

Counselors meet monthly to develop coherence across sites. At the elementary level, school counselors are beginning to revise the district-wide comprehensive counseling plan using three main foundational concepts: a. all students should benefit from school counseling services; b. services should be data driven at all levels; and c. school counseling services should be coordinated so that all students in the district receive the same services. This plan will be completed in summer 2019.

Training has been provided in the following areas, which are not always related to student learning goals, but are important for job knowledge and skill:

*for paraprofessional staff: training in restorative practices, nonviolent crisis prevention, and active shooter training (ALICE)

*for human resources staff: HR essentials, leaves of absences, payroll/budget/position control system training, and training provided through Schools Insurance Authority

*for site-based personnel: training in Gmail (beginner and intermediate), Chromebook training for Food Services staff, webpage accessibility (ADA compliance), Destiny software for library techs, monthly Business Round Table and Aeries meetings, Fiscal Crisis Management Team (FCMAT)

Expected

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Actual

training, Associated Student Body/Attendance Audits, Budget, and Timesheet Coding Trainings *for business department staff: Payroll Bootcamp, CalSTRS/CalPERS workshops, California Association of State and Federal Programs (CAASFEP), 1099 Reporting, Title I Conference, Year End Audit through Crowe (auditors)

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	Positive Behavior Interventions and Supports (PBIS) has continued to be a focus at schools this year. Schools have used the Tiered Fidelity Inventory to assess progress on implementing tiered supports. School teams including Rti specialists, counselors, EL specialists, and other support staff analyze data and identify students for academic, behavioral, and social/emotional supports and interventions. EL specialists also work with site teachers and counseling staff specifically for English Learner progress monitoring, by identifying students in need of support and assisting with the development of interventions for those students. Site teams at Dingle Elementary, Sci Tech, Spring Lake Elementary, and Douglass Middle have	1xxx-5xxx Supplemental/Concentration \$3,509,620	1xxx-5xxx Supplemental/Concentration \$3,281,515

comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals

received training on restorative practices. Additional schools will be able to receive training in 2019-20.

Elementary counselors are beginning the work of revising the district counseling plan to create a coherent, district-wide support system for students, in alignment with the American School Counselor Association (ASCA) guidelines for social/emotional supports.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through:</p> <ul style="list-style-type: none"> *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans 	<p>Aside from the implementation of the California Colleges Guidance Initiative and some student-led conferences at middle school, the district has not made progress on student-led IEPs.</p>	<p>1xxx-5xxx Supplemental/Concentration \$18,600</p>	<p>1xxx-5xxx Supplemental/Concentration \$400</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including:</p>	<p>This year, the district has expanded the use of Odysseyware to the middle schools. Trainings have been provided for teachers at both sites. The focus so far has</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,064,200</p>	<p>1xxx-5xxx Supplemental/Concentration \$619,091</p>

- *online learning
- *summer programs
- *after school programs
- *PUENTE, AVID, and GATE
- *Learning centers
- *intern/externships

been on using the program's content resources for remediation.

Summer school in 2019 will provide opportunities for students at elementary and middle to receive engaging, STEAM-focused instruction. Two elementary school sites (Freeman and Prairie) and one middle (Douglass) will serve as the locations for summer school. Foster students and students needing extra support will be the primary focus for the program. An extended day summer school program will also be offered for Migrant Education students. The summer school program at high school includes credit recovery options for students, as well as the second year of the Summer at City Hall program.

Additional summer learning occurs at KinderCamp, provided through a partnership with United Way, and extended school year (ESY) for students with special needs.

The district continues to support PUENTE, AVID, GATE, and the high school learning centers.

Restructuring of the Title I budget resulted in some expenditures (summer school) moving from supplemental/concentration to Title I.

1xxx-5xxx Title I \$200,000

1xxx-5xxx Title I \$380,912

1xxx-5xxx Title II \$9645

1xxx-5xxx Title II \$9645

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.	The district has provided 956 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 \$150,000	1xxx-5xxx Supplemental/Concentration \$138,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	This action funds district attendance liaisons. In terms of training, the attendance liaisons, the homeless program manager, the Child Welfare and Attendance Administrator, and the staff from the CARE department, met with site attendance clerks on a monthly basis to review attendance data, provide training on data quality, and provide guidance on how to improve attendance at their school site.	1xxx-5xxx Supplemental/Concentration \$170,810 1xxx-5xxx Title I \$5406	1xxx-5xxx Supplemental/Concentration \$156,030 1xxx-5xxx Title I \$5406

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 district has made some progress on the implementation of Goal 3, including restorative practices training, implementation of Tier II conferences, EL progress monitoring, and the use of Odysseyware for instructional support. There are many areas of need, including the need to ensure that all students regardless of disability or language status receive the necessary supports to be successful. The district continues to support and invest in AVID, GATE, PUENTE, and other programs which directly support students.

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

Within Goal 3, the district has seen progress made in the numbers of suspensions and expulsions, with steady declines over the last several years in the numbers of suspensions. However, students do report a lack of connectedness and meaningful participation in school. Growth in development of systems of support has continued to vary depending on school site -- in 2019-20, alignment of support systems will be a focus for the Rtl specialists, and will require coordination between the Student Support Services department and Teaching and Learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 3, restructuring of the Title I budget in fall 2018 resulted in changes in budgeted versus actual expenditures, with some expenses shifting from supplemental/concentration to Title I. Also, staffing changes including a position not being filled resulted in a decrease in the amount of supplemental/concentration funds being spent.

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 creating aligned systems of support at all sites. In order to assist with alignment of School Plans for Student Achievement (SPSA) with the LCAP, three metrics from this goal will be included in all SPSAs: (1) Decrease the number of students who are chronically absent; (2) Increase student sense of safety and school connectedness; (3) Ensure access to extended learning opportunities. Site staff and administrators will be required to measure school progress on these metrics. Actions 1 and 3 for 2019-20 are Modified due to changes in budgeted amounts. In Fall 2018, categorical budgets were updated and restructured, which has led to some substantial changes to the way funds are allocated.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Metric/Indicator

Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.

18-19

Performance level of Green, with a Status of Medium, and a Change of Increased.

Baseline

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.

18-19

Increase by 12% the number of seals awarded to students receiving the State Seal of Biliteracy.

Baseline

Actual

The English Learner Progress Indicator is not available until there are multiple years of test results on the English Language Proficiency Assessments of California (ELPAC). However, the district does review English Learner progress using other data points. On the English Language Arts Academic Indicator, the District English Learner student group is in the Orange, having maintained the level at 61.9 points below standard. On the Math Academic Indicator, the District English Learner student group is in the Orange, having declined 3.6 points to 84.8 points below standard.

The number of Seals of Biliteracy is 120 for 2019.

Expected

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.

18-19

1.3% 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%.

Metric/Indicator

Decrease the number of Long Term English Learners.

18-19

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".

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.

Actual

The District reclassification rate (October 2018) is 17.5%, with 459 students reclassified in 2017-18.

In 2018-19, there are 334 long term English Learners. By grade level, the numbers of LTEL are as follows:

- 7th grade: 75 students
- 8th grade: 75 students
- 9th grade: 55 students
- 10th grade: 32 students
- 11th grade: 53 students
- 12th grade: 44 students

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
<p>Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...</p> <p>*implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52)</p> <p>*support for leveled ELD instruction to target proficiency levels</p>	<p>Training and support has been provided to teachers who have attended trainings provided by the new ELA/ELD curriculum publishers. This is the second year of a new adoption for elementary teachers. At the secondary level, teachers attended the Linking Language and Learning in Math professional development series at the Yolo County Office of Education.</p>	<p>1xxx-5xxx Supplemental/Concentration \$18,600</p> <p>1xxx-5xxx Title III \$49,500</p>	<p>1xxx-5xxx Supplemental/Concentration \$16,124</p> <p>1xxx-5xxx Title III \$53,284</p>

*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

Teams of teachers and EL Specialists from both middle schools attended this 3 day series.

In April 2019, EL Specialists and Administrators are engaging in English Learner shadowing and professional development. The purpose of shadowing is for the adults who work with long term English Learners to experience the school day from their eyes, promoting an understanding of the student experience. Adults will be paired with a long term English Learner at the middle school level to attend classes for two periods during the school day. The PD will involve some instruction in the types of listening and academic language, and in calibrating and debriefing the shadowing experience.

All EL Specialists and case managers received training on the alternative assessment and alternative reclassification criteria.

In May 2019, EL Specialists will receive training on supporting English Learners with speech and language impairments.

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)

The district provides funds to school sites, which are used to provide interventions, additional staffing for student support, family nights, extra duty pay for collaboration, and professional learning for staff.

1xxx-5xxx
Supplemental/Concentration
\$2,181,367

1xxx-5xxx
Supplemental/Concentration
\$2,181,367

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Funding has been provided for English Learner Specialists. There are some vacancies due to staffing challenges, but sites have been supported through additional clerical time, through an additional allocation (.2) to 1 full time EL Specialist, and through support from the English Learner coordinator.</p> <p>English Learner progress monitoring has been a focus for both elementary and secondary schools. At elementary, student data is reviewed by teachers and EL Specialists twice per year (fall and spring). Areas of need are reviewed and interventions are planned. Follow up is conducted by the EL Specialist and the classroom teacher, using post assessment data. At secondary, data on student grades is used to</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,515,656</p> <p>1xxx-5xxx Title III \$165,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,586,996</p> <p>1xxx-5xxx Title III \$196,084</p>

determine academic success. Students needing intervention are identified and teams work to provide support, including the counselors, teachers, and EL Specialists.

EL Specialists have attended the following outside trainings: ELPAC 2.0, ELPAC: the Results are In, Now What?, California EL Roadmap, CABE Regional Conference, and Building Academic and Oral Language by Kate Kinsella. The 5 new EL Specialists also attended the Coaching Series by Placer County Office of Education. Internally, all EL Specialists attend meetings once per month, while the new EL Specialists attend twice per month, for additional support and coaching.

EL Specialists have developed professional development modules for use with teachers, including: Integrated and Designated ELD, EL Program Design, Reflecting on EL Achievement, and Blueprint for Effective Leadership for ELs.

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 second year of the implementation of the elementary English Language Arts/English Language Development has brought more consistency to ELA/ELD instruction and curriculum content at elementary school sites. Teachers in Action Teams have received additional curriculum-specific training, which has included designated ELD support. There are several indicators which point to 7th and 8th grade as the grade levels with a significant English Learner achievement gap. The math walkthroughs that administrators participated in included a focus on language strategies and on student talk within math instruction. English Learner specialists are instrumental in ensuring alignment of EL programs and services, and they continue to attend training to improve their own knowledge and understanding of best practices for serving English Learners, as well as how to support site staff through coaching and training.

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

English Learner support is a priority across the district. The first year of ELPAC results showed that there is a significant dip in achievement at the middle school level, with scale scores dropping at 7th grade and not improving. Additionally, English Learner monitoring identified a high number of English Learners at the middle school receiving failing grades in core content areas. As a result of these concerns, the district began the work of English Learner shadowing, by bringing in a content expert to train administrators and EL specialists in a protocol for observing students speaking and listening behaviors. In April 2019, administrators and EL specialists paired up to shadow a middle school EL for two periods during the course of one day. Data was collected and tabulated, and showed that for the majority of the time observed, the ELs were listening mostly to the teacher or reading or writing silently. There were limited opportunities in classrooms for the students to engage in partner or group discussion, and specifically, limited opportunities for students to engage in academic speaking. The EL shadowing day was created to ensure that all administrators and EL specialists had a common experience and understanding of the academic speaking and listening behaviors of ELs. This work will continue in 2019-20, with training for teachers and additional opportunities for staff to participate in EL shadowing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures in Goal 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.

All schools will have these metrics from the LCAP in their SPSAs to ensure alignment: (1) Increase the Reclassification rate for English Learners; (2) Show growth on the English Learner Progress Indicator (CA School Dashboard); (3) Decrease the number of long term English Learners (middle and high school only); and (4) Increase the number of State Seals of Biliteracy awarded to students (high school only). Site staff and administrators will be required to measure and report progress on these metrics. Actions 1

and 2 for 2019-20 are Modified due to changes in budgeted amounts. In Fall 2018, the categorical budgets were updated and restructured, which has led to some substantial changes to the way funds are allocated.

Annual Update

LCAP Year Reviewed: 2018-19

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

Metric/Indicator

Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.

18-19

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.

Metric/Indicator

Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.

18-19

Every student has at least one opportunity for a student-led demonstration of proficiency.

Actual

The district has not collected data on the demographics of parents who attend School Site Council/ English Learner Advisory Committee/ Parent Teacher Association/ Boosters. The data from the California School Parent Survey will be reported when it is available. 82% of School Site Councils have a representative selected for the LCAP Collaborative group (Parent Advisory). The district established the African American Parent Advisory Council (AAPAC).

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

Baseline

Some sites/grade levels/classrooms participate in student-led conferences.

Metric/Indicator

Increase opportunities for parent learning through Parent University.

18-19

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.

Metric/Indicator

Increase parent/family participation in programs for unduplicated pupils.

18-19

Increase by 25% 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.

Metric/Indicator

Increase parent/family participation in programs for students with special needs.

18-19

Increase by 25% 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.

Metric/Indicator

Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.

18-19

50% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.

Baseline

Actual

Family Empowerment offered the following workshops this year: Individualized Education Plan process, CPR training, Self-Help Skills for young students, Anti-Bullying, and Restorative Practices. Parent Project and Loving Solutions, a 10 week series for each, were also offered.

Family Empowerment provides trainings and parent workshops which are specifically targeted and responsive to the needs of parents and families of unduplicated pupils. This year, in order to streamline the volunteer application process, the district began the development of an electronic process, using Informed K12, to collect volunteer applications. That process is now in use by all school sites so that individuals who want volunteer in district schools can start the process using an online form. Signatures are gathered electronically, limiting the use of paper and yielding a more efficient process.

The Special Education Department has held an additional parent education night regarding Special Education, and is developing a plan to establish a parent advisory group.

The California School Parent Survey (CSPS) was administered in February 2019. On the 2018-19 California School Parent Survey, 35% of parents strongly agreed that the "school promotes academic success for all students", 31% strongly agreed that the "school provides opportunities for meaningful student participation", and 34% strongly agreed that the "school allows input and welcomes parents' contributions."

Expected

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.

18-19

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.

Metric/Indicator

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

18-19

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.

Actual

This year, the district has established formal partnerships with United Way and Yolo Farm to Fork, an increase of 50% from the previous year. The district continues to support its formal partnership with the City of Woodland and Woodland Community College, which were established last year. The district is working on a formal partnership with TANA, an arts-focused organization in Woodland. The district has successfully co-written a Community College Academic Pathways Grant with Woodland Community College.

At the beginning of this school year, families at Zamora Elementary, Pioneer High, and Woodland High, were able to submit their "re-registration" paperwork electronically through the Aeries Parent Portal, updating their forms including medical and contact info, and receiving forms including the Parent Handbook. At the secondary schools, 76% of parents have Parent Portal accounts.

By school, the percentage of parents having parent portal accounts:

WHS 90.2%
CCHS 38.5%
PHS 96.8%
DMS 49%
LMS 52%
Middle grades CDS 50%
Sci Tech 32%
Beamer 24%
Zamora 95.8%
Dingle 12%
Freeman 16.7%
Gibson 19.6%
Tafoya 23%
Maxwell 17%
Plainfield 46.7%
Whitehead 13.6%
Prairie 12%
Community Day 25%
Spring Lake 29%
K-8 48.7%

Expected

<p>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.</p> <p>18-19 Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.</p> <p>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).</p>

Actual

<p>As of March 2019, there were 332,890 Unique Pageviews on the District Webpage. Pages that received the most views were: the School Year Calendar, the Calendar, Human Resources, the Staff Directory, and Classified Employment Opportunities.</p> <p>As of March 2019, 1345 unique parents are getting weekly grade report emails from the Aeries Parent Portal, for 1597 unique students. These weekly reports are emailed to the parent email address and contain information about student progress on current grades, upcoming assignments, recently adjusted scores, and any missing assignments.</p> <p>As of March 2019, 1290 users have "liked" the district Facebook page. As of March 2019, there were 12,571 Engaged Users on Facebook (people who clicked on a WJUSD post).</p> <p>There is no data available for the district Twitter account because the account has been discontinued.</p>

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
<p>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</p>	<p>Family Empowerment has continued to provide workshops for parents focused on building the capacity of parents to support their children. Workshops including CPR, Loving Solutions, Parent Project, Self-Help Skills, and Anti-Bullying have been provided. In late fall 2018, one key staff member resigned, and district staff have worked to update the job</p>	<p>1xxx-5xxx Supplemental/Concentration \$231,200</p> <p>1xxx-5xxx Title III \$26,180</p>	<p>1xxx-5xxx Supplemental/Concentration \$98,214</p> <p>1xxx-5xxx Title III \$772</p>

celebration of student learning and student exhibitions.

description to reflect a focus on community and family engagement. The position has remained vacant but the district expects to hire before July 2019.

Staff participate in events such as Read Across America, the Youth Empowerment Summit, the African American Youth Leadership Conference, and Brown Issues.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>*Create communication protocols across sites and refine translation services as needed.</p> <p>*Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders.</p> <p>*Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.</p>	<p>A staffing shortage in Family Empowerment has created a gap in services this year.</p> <p>Communication protocols have not been refined, although one elementary school and both comprehensive high schools registered more than 90% of their parents for the Parent Portal, allowing for ease of communication between staff and parents. The Parent Portal provides in-time translation of messages in the receiver's preferred language, eliminating the language barrier.</p> <p>Additionally, student email through gmail was provided this year for secondary students.</p> <p>Leadership Academy for site administrators has focused on building capacity of site leaders in</p>	<p>1xxx-5xxx Supplemental/Concentration \$151,848</p> <p>1xxx-5xxx Title I \$18,970</p>	<p>1xxx-5xxx Supplemental/Concentration \$98,586</p> <p>1xxx-5xxx Title I \$18,970</p>

instructional improvement, with a focus this year on math instruction, through walkthroughs and providing feedback to teachers. Leadership Academy has not yet focused on best practices for facilitating monthly meetings.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to foster and develop internal and external partnerships to support the needs of all preK-Adult Education students to include:</p> <ul style="list-style-type: none"> *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 	<p>The district continues to partner with City of Woodland on the Summer at City Hall program, which was first established in summer 2018. This will be the second year of the program, which provides students with an introduction to jobs within city government and city services. Students in the program participate in job shadowing based on areas of interest.</p> <p>The district successfully partnered with Woodland Community College on a Community College Academic Pathways Grant. 2019-20 will serve as a planning and development year, with the first student cohort enrolling in Fall 2020.</p> <p>Committees that meet regularly include: Career Technical Education Advisory Committee, Ethnic Studies Advisory Committee, and the African American Parent Advocacy Council.</p>	<p>1xxx-5xxx Supplemental/Concentration \$1000</p>	<p>1xxx-5xxx Supplemental/Concentration \$0</p>

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. Hire a Coordinator of State and Federal Programs Coordinator.	The district hired a Coordinator of State and Federal Programs in August 2018. The Coordinator held trainings for School Site Council members in Fall 2018, and has provided support and guidance for site administrators regarding SSC timelines and process, SPSA updates and revisions, and budgeting and expenditure monitoring. The Coordinator has worked closely with site administrators to ensure compliance with state and federal guidelines.	1xxx-5xxx Supplemental/Concentration \$1000	1xxx-5xxx Supplemental/Concentration \$13,844
		1xxx-5xxx Title I \$179,908	1xxx-5xxx Title I \$152,520
			1xxx-5xxx Title II \$13,694

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 to increase opportunities for communication between parents, teachers, and staff. This has occurred using technological tools, such as the Aeries parent portal, as well as through face to face meetings. At the beginning of the school year, the two comprehensive high schools implemented re-registration using the Aeries parent portal, which resulted in over 90% of high school parents creating and accessing parent portal accounts. The parent portal account gives parents access to student grades, communication with the teacher, and information about progress towards a-g completion.

The district has continued to focus on strengthening partnerships with agencies such as United Way, Woodland Community College, and the City of Woodland. A challenge associated with the implementation of this goal has been due to a staffing shortage in the Family Empowerment Program Manager position, which has been vacant since October 2018.

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

The district has been effective in maintaining engagement with parents and community through committees and other groups such as the CTE Advisory Committee, the Ethnic Studies Advisory Committee, and the African American Parent Advocacy Committee. Due to a staffing shortage for most of the year, there was a decline in the number of Family Empowerment workshops conducted.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 5, Action 1, there is a gap between budgeted and actual expenditures due to staffing issue. Early in the fall of 2018, the program manager for Family Empowerment resigned and that position has remained empty for the rest of the year. We are currently hiring for that position, so it should be filled before the beginning of the 2019-20 school year. Also, another gap between budgeted and actual in Title III is due to the fact that a contract with the Latino Family Literacy Project was not pursued as was expected at budget creation. Funds budgeted in Goal 5, Action 3 were not spent because there were no funds needed for that action. In Goal 5, Action 5, the salary of the State and Federal Programs Coordinator was split (after budget creation) between Title I, supplemental/concentration, and Title II, in order to align with the duties of that position. Action 4 for 2019-20 is Modified due to changes in budgeted amounts. In Fall 2018, categorical budgets were updated and restructured, which has led to some substantial changes to the way funds are allocated.

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.

Schools will have three metrics from this goal in their School Plan for Student Achievement (SPSA). This will help ensure alignment of school focus and actions to the LCAP. The three metrics which will be included are (1) Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics, (2) Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators, and (3) Increase use of technology tools and applications by site staff to communicate with parents about student progress. Site staff and administrators will be required to measure and report progress on these metrics.

Stakeholder Engagement

LCAP Year: 2019-20

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 17, 2018, November 26, 2018, January 28, 2019, March 11, 2019, April 15, 2019, and May 28, 2019. The DELAC meets on the following days: October 8, 2018, November 5, 2018, December 5, 2018, February 4, 2019, March 4, 2019, April 8, 2019, and May 13, 2019. The LCAP Collaborative includes representatives from school site councils and from the bargaining units.

The 2018 Annual Input Survey collected responses from April 3, 2019, through April 19, 2019. The survey collected 180 responses. Responses came from parents/guardians, teachers, classified staff, management staff, support staff, community members, and others. 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)?

Other sources of information regarding stakeholder perception of district progress include focus groups, which have been conducted with students, parents, and staff. These focus groups are helping to inform planning for the 2019-20 school year. To date, there have been 42 student focus groups, 5 staff focus groups, and 3 parent focus groups.

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 2018-19 school year, the WJUSD Board of Trustees presentations included: Goal 1 (October 11, 2018), District Common Assessments (October 25, 2018), Title I Report (October 25, 2018), Local Indicators (October 25, 2018), Goal 2: College and Career (November 8, 2018), English Learner Program Review (March 14, 2019), and LCAP Annual Update and Stakeholder Input (May 23).

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 continues to move in the right direction by focusing on quality first instruction, college and career, systems of support, English Learner achievement, and meaningful stakeholder engagement. Since the upcoming year will be the third 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 by providing professional development, implementing walkthroughs with administrators, and providing feedback to teachers. That focus has continued in 2018-19, with an emphasis on math instruction.

In the area of curriculum and standards, and using the results of the survey on implementation of state academic standards that the district conducted in 2017-18, the Educational Services department began developing systems to ensure cross-site collaboration among teachers, using a format called Action Teams. Action Teams consist of grade level representatives at elementary, and all teachers for ELA and Math at secondary. During Action Team meetings, teachers have been receiving training in the core curriculum, planning for instruction, and developing agreements around common assessments.

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 2018, student performance on Smarter Balanced in English Language Arts increased slightly from 38.6%% Met/Exceeded Standard in 2017 to 40.15% Met/Exceeded Standard. In Math, student performance increased slightly from 27.8% in 2017 to 28.53% in 2018. There continues to be a significant achievement gap between All Students and African American students, English Learners, Foster Youth, and Students with Disabilities in both English Language Arts 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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.
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	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	learning as a result of professional development is implemented in classroom practice.			
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.	<p>iReady: 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math.</p> <p>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.</p>	<p>iReady: Increase by 5% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 5% the number of students that meet their projected growth in Reading and in Math.</p>	<p>iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.</p>	<p>iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.</p>
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance	In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA.	<p>5% growth over baseline.</p> <p>Gap closing metrics for: *English Learners *African American student group</p>	<p>10% growth over baseline.</p> <p>Gap closing metrics for: *English Learners *African American student group</p>	<p>15% growth over baseline.</p> <p>Gap closing metrics for: *English Learners *African American student group</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Index is no longer applicable)	<p>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:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<ul style="list-style-type: none"> *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<ul style="list-style-type: none"> *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<ul style="list-style-type: none"> *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.	<p>In Spring 2016 SBAC testing, 28% of students achieved the Meets/Exceeds Standards level on SBAC Math.</p> <p>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:</p> <ul style="list-style-type: none"> *English Learners 	<p>5% growth over baseline.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>10% growth over the previous year.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>15% growth over the previous year.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *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 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.

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

Unchanged Action

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

Unchanged Action

2017-18 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
* student-centered learning spaces and environments

2018-19 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
* student-centered learning spaces and environments

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
* student-centered learning spaces and environments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,913,847	\$2,280,079	\$2,415,079
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	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	\$35,010
Source		Title I	Title I
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)

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

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

Modified 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
- *integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to

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
- *integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to

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

support students in demonstrating their thinking and learning.
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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	\$1,186,216
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	\$585,000	\$60,000	\$298,397
Source	Title I	Title I	Title I
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount	\$15,000	\$98,404	\$43,100
Source	Title II	Title II	State Allocation
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

Modified Action

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

Modified Action

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

Modified Action

2017-18 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.

2018-19 Actions/Services

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.

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.
*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	\$46,900
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Amount		\$972,280	\$1,242,480
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 2017-18 that graduated completing all courses required for UC and/or CSU entrance (a-g completion) is 30.5%, which is a decline from the previous year. There is a significant gap for English Learners (7.1% meeting a-g), Students with Disabilities (8.6%) and migrant education students (20.8%). Of students who are socioeconomically disadvantaged, 24.1% 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 fully 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 dropouts, 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.
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%.

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

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

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

Modified Action

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

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

Modified Action

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 will be ready for board approval no later than January 25, 2018

*Integrated VAPA
 *Online learning
 *Dual/concurrent enrollment
 *Dual Immersion program expansion
 *Ethnic Studies and Mariachi courses

*Integrated VAPA
 *Online learning
 *Dual/concurrent enrollment
 *Dual Immersion program expansion
 *Ethnic Studies and Mariachi courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,266,530	\$810,390	\$1,321,802
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx
Amount		\$59,065	\$20,000
Source		Title II	Title I
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)

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

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

Unchanged Action

Unchanged Action

2017-18 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

2018-19 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,000	\$18,300	\$22,000
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

Modified Action

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

Unchanged Action

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

Modified 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

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

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

*Recruit English Learners into Advanced Placement courses

*Recruit English Learners into Advanced Placement courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$8600	\$28,600
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 significant 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 2018-19 shows that over 50% of surveyed students in grades 7, 9, and 11 perceive that their school is safe or very safe and feel a sense of connectedness to their school. Other areas reported by the California Healthy Kids Survey include meaningful participation, and caring adult relationships. Students report low levels of meaningful participation (20-30% of students in grades 7-11), but approximately 60% of students in surveyed grades report that they have caring adult relationships at school.

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	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
	grade), 44% (11th grade), and 56% (CCHS).			
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	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
		classrooms have examples of evidence consistently and regularly demonstrated.		
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	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	practice on student learning.			
Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.	Currently, counselors provide varying levels of support for students' social, emotional, academic, and behavioral needs.	District analysis and development of a plan based upon the National Association of School Counselors to support students K-12.	Implement regular and ongoing professional learning for all counselors to demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.	Collect evidence of best practices of all 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.
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 dropouts, and decrease the number of high school dropouts to 15.	Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to less than 10.

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

Unchanged Action

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

Modified Action

2017-18 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

2018-19 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

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

*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

*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	\$5,293,172
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)

[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

Unchanged Action

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

Unchanged Action

2017-18 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

2018-19 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

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

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,222,130	\$1,064,200	\$734,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Amount	\$59,645	\$200,000	\$390,000
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 II
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

2018-19 Actions/Services

Ensure processes and systems support Internet access for families to provide

2019-20 Actions/Services

Ensure processes and systems support Internet access for families to provide

students with opportunities for learning at home.	students with opportunities for learning at home.	students with opportunities for learning at home.
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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)	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)
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
Identify and implement best practices to ensure increased student attendance.	Continue to implement best practices to ensure increased student attendance.	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.

Provide training for staff to include ways to engage students in positive and strength-based approaches.

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In 2018-19, English Learners account for 23.2% 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 120 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 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)

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))

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

Modified 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 on coaching and support of EL instructional strategies

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 on coaching and support of EL instructional strategies

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
*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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$396,000	\$18,600	\$136,000
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
Amount			\$34,815
Source			State Allocation
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

Unchanged Action

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

Modified Action

2017-18 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)

2018-19 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)

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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100,000	\$2,181,367	\$1,636,025
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)

All
[Add Students to be Served selection here]

Location(s):

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

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)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

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)

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 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.

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

Modified Action

2018-19 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 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.

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

Unchanged Action

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 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	\$1,515,656
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			
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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
<p>Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.</p>	<p>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.</p>	<p>Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.</p>	<p>Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.</p>	<p>Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.</p>
<p>Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.</p>	<p>Some sites/grade levels/classrooms participate in student-led conferences.</p>	<p>Every school site identifies opportunities for student-led demonstrations of proficiency.</p>	<p>Every student has at least one opportunity for a student-led demonstration of proficiency.</p>	<p>Every student has at least one opportunity for a student-led demonstration of proficiency.</p>
<p>Increase opportunities for parent learning through Parent University.</p>	<p>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.</p>	<p>Increase by 25% the number of opportunities for parent learning through Parent University.</p>	<p>Increase by 25% the number of opportunities for parent learning through Parent University.</p>	<p>Increase by 25% the number of opportunities for parent learning through Parent University.</p>

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	\$236,200
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)

[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

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	\$183,248
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)

[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)

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	LEA-wide	All Schools
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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
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2017-18 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

2018-19 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

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

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:

(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

Modified Action

2017-18 Actions/Services

Ensure that parent and stakeholder groups are in compliance with state and federal guidelines.

2018-19 Actions/Services

Ensure that parent and stakeholder groups are in compliance with state and federal guidelines. Hire a Coordinator of State and Federal Programs Coordinator.

2019-20 Actions/Services

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	\$14,694
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1xxx-5xxx	1xxx-5xxx	1xxx-5xxx

Amount		\$179,908	\$152,520
Source		Title I	Title I
Budget Reference		1xxx-5xxx	1xxx-5xxx
Amount			\$13,694
Source			Title II
Budget Reference			1xxx-5xxx

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$15,174,011

Percentage to Increase or Improve Services

19.03%

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 19.03% 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)

- * Site allocations for interventions (goal 4, action 2)
- * AVID support (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)

The district provides the following actions and services that are principally directed to and effective at meeting the needs of students:

- *implementation of the base instructional program
- *diagnostic and benchmark assessments with embedded data analysis cycles (goal 1, action 3)
- *differentiated learning models and course of study (goal 3, action 1)
- *personalized learning plans (goal 3, action 2)
- *prioritizing English Learners and Students with Disabilities in master schedule creation (goal 2, action 3)
- *focusing on school culture and climate (goal 3, action 1)
- *learning opportunities based on student interests (goal 3, action 3)
- *targeted attendance support (goal 5, action 5)
- *training and support for ELD instruction (goal 4, action 1)
- *building community partnerships for student support (goal 5, action 3)

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$15,437,565

Percentage to Increase or Improve Services

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)
- * Site allocations for interventions (goal 4, action 2)
- * AVID support (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)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$16,035,740

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:

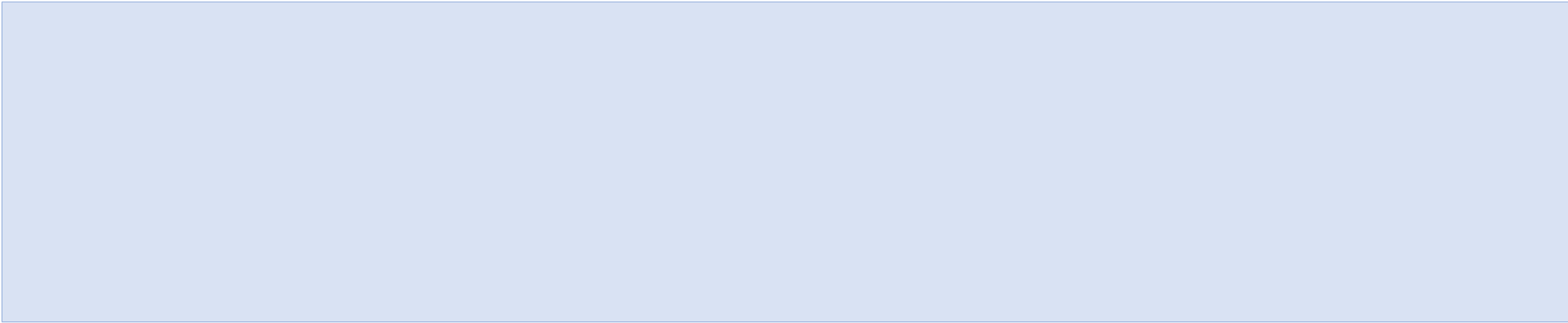
- * English Learner Specialists at each school site
- * English Learner Coordinators
- * Translation support for all parent communications
- * Training and support for teachers in the ELD standards

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



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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	16,077,056.00	14,329,432.00	18,395,760.00	16,077,056.00	18,314,919.00	52,787,735.00
Other	500,000.00	0.00	1,000,000.00	500,000.00	500,000.00	2,000,000.00
State Allocation	0.00	0.00	0.00	0.00	77,915.00	77,915.00
Supplemental/Concentration	13,497,688.00	11,456,688.00	16,035,740.00	13,497,688.00	15,110,202.00	44,643,630.00
Title I	1,471,574.00	2,348,452.00	172,936.00	1,471,574.00	2,162,783.00	3,807,293.00
Title I	0.00	0.00	769,000.00	0.00	0.00	769,000.00
Title II	367,114.00	274,152.00	238,413.00	367,114.00	223,339.00	828,866.00
Title III	240,680.00	250,140.00	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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	16,077,056.00	14,329,432.00	18,395,760.00	16,077,056.00	18,314,919.00	52,787,735.00
	15,577,056.00	14,329,432.00	17,395,760.00	15,577,056.00	17,814,919.00	50,787,735.00
4000-4999: Books And Supplies	500,000.00	0.00	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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	16,077,056.00	14,329,432.00	18,395,760.00	16,077,056.00	18,314,919.00	52,787,735.00
	State Allocation	0.00	0.00	0.00	0.00	77,915.00	77,915.00
	Supplemental/Concentration	13,497,688.00	11,456,688.00	16,035,740.00	13,497,688.00	15,110,202.00	44,643,630.00
	Title I	1,471,574.00	2,348,452.00	172,936.00	1,471,574.00	2,162,783.00	3,807,293.00
	Title I	0.00	0.00	769,000.00	0.00	0.00	769,000.00
	Title II	367,114.00	274,152.00	238,413.00	367,114.00	223,339.00	828,866.00
	Title III	240,680.00	250,140.00	179,671.00	240,680.00	240,680.00	661,031.00
4000-4999: Books And Supplies	Other	500,000.00	0.00	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 Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	5,512,191.00	4,515,997.00	6,249,847.00	5,512,191.00	5,967,182.00	17,729,220.00
Goal 2	896,355.00	791,981.00	1,460,530.00	896,355.00	1,392,402.00	3,749,287.00
Goal 3	5,128,281.00	4,590,999.00	5,323,380.00	5,128,281.00	6,771,833.00	17,223,494.00
Goal 4	3,930,123.00	4,033,855.00	4,433,863.00	3,930,123.00	3,536,996.00	11,900,982.00
Goal 5	610,106.00	396,600.00	928,140.00	610,106.00	646,506.00	2,184,752.00

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