

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Woodland Joint Unified School District
CDS Code:	57-72710-0000000
LEA Contact Information:	Name: Thomas Pritchard Position: Superintendent Phone: 530-406-3202
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$95,776,219
LCFF Supplemental & Concentration Grants	\$11,619,022
All Other State Funds	\$10,938,907
All Local Funds	\$4,388,691
All federal funds	\$23,129,824
Total Projected Revenue	\$134,233,641

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$131,490,419
Total Budgeted Expenditures in the LCAP	\$26,441,621
Total Budgeted Expenditures for High Needs Students in the LCAP	\$13,891,619
Expenditures not in the LCAP	\$105,048,798

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$3,984,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$3,800,802

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$2,272,597
2020-21 Difference in Budgeted and Actual Expenditures	\$-183,198

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Operating budgets for the food services, transportation, and maintenance and operations departments. The majority of staffing costs for certificated and classified positions are not included in the Local Control and Accountability Plan.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	The difference between total budgeted expenditures and total actual expenditures for 2021 (\$183,198) is primarily due to the timeline for staffing the Community and Family Engagement Specialist positions. The budgeted amount was developed to staff the positions for the entire 2020-21 school year, but the hiring process delayed the start date, leading to a difference in the actual cost.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.



LCFF Budget Overview for Parents

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CDS Code: 57-72710-0000000

School Year: 2021-22

LEA contact information:

Thomas Pritchard

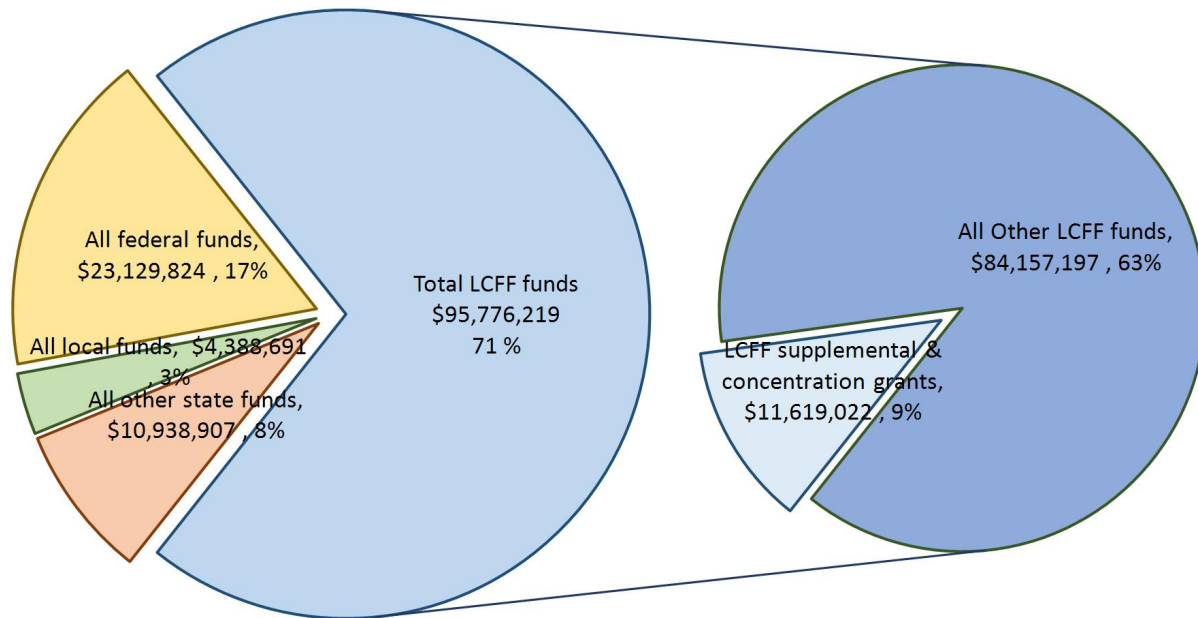
Superintendent

530-406-3202

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 2021-22 School Year

Projected Revenue by Fund Source



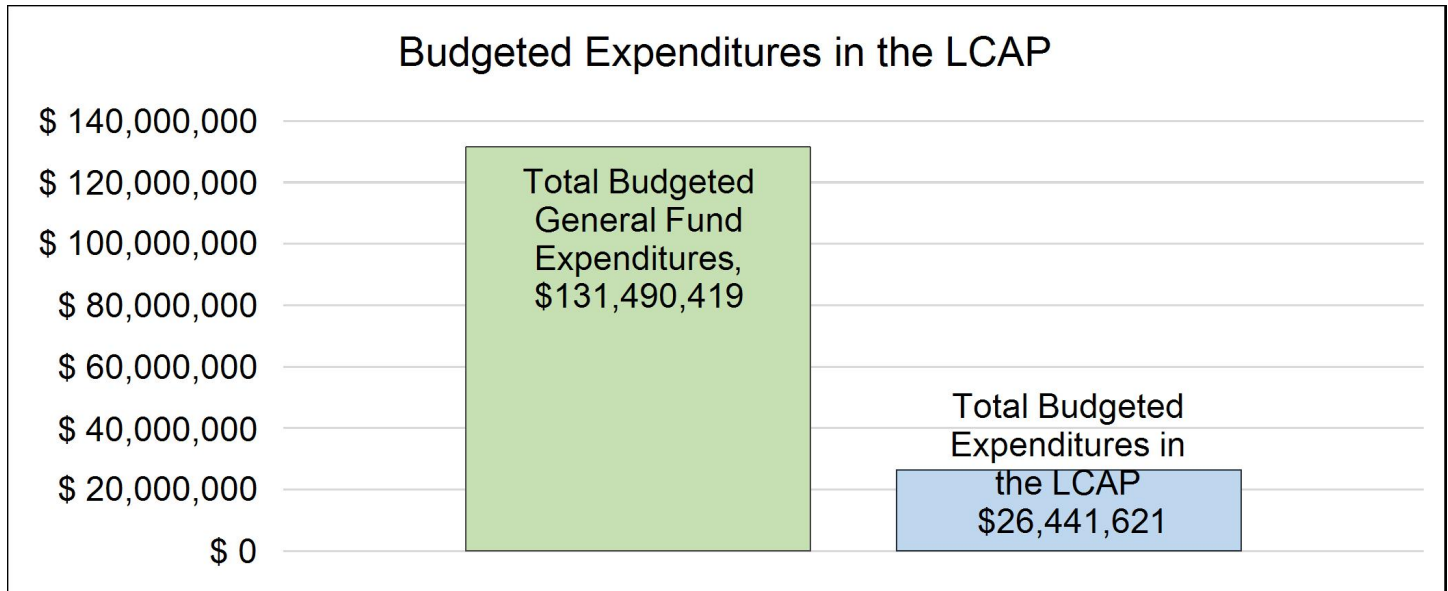
This chart shows the total general purpose revenue Woodland Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Woodland Joint Unified School District is \$134,233,641, of which \$95,776,219 is Local Control Funding Formula (LCFF), \$10,938,907 is other state funds, \$4,388,691 is local funds, and \$23,129,824 is federal funds. Of the \$95,776,219 in LCFF Funds, \$11,619,022 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 2021-22. 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 \$131,490,419 for the 2021-22 school year. Of that amount, \$26,441,621 is tied to actions/services in the LCAP and \$105,048,798 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

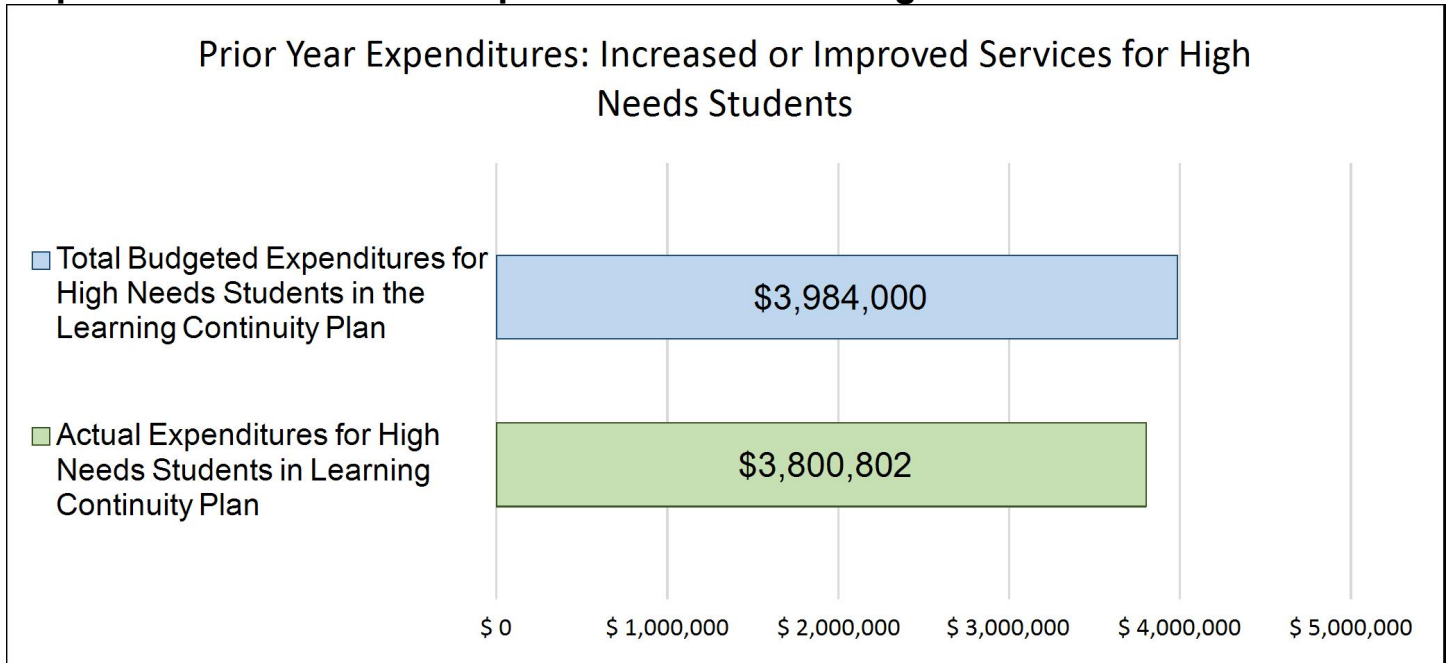
Operating budgets for the food services, transportation, and maintenance and operations departments. The majority of staffing costs for certificated and classified positions are not included in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Woodland Joint Unified School District is projecting it will receive \$11,619,022 based on the enrollment of foster youth, English learner, and low-income students. Woodland Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodland Joint Unified School District plans to spend \$13,891,619 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Woodland Joint Unified School District budgeted last year in the Learning Continuity Plan 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 2020-21, Woodland Joint Unified School District's Learning Continuity Plan budgeted \$3,984,000 for planned actions to increase or improve services for high needs students. Woodland Joint Unified School District actually spent \$3,800,802 for actions to increase or improve services for high needs students in 2020-21.

The difference between total budgeted expenditures and total actual expenditures for 2021 (\$183,198) is primarily due to the timeline for staffing the Community and Family Engagement Specialist positions. The budgeted amount was developed to staff the positions for the entire 2020-21 school year, but the hiring process delayed the start date, leading to a difference in the actual cost.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Thomas Pritchard Superintendent	thomas.pritchard@wjusd.org 530-406-3202

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Appropriately credentialed and assigned teachers.</p> <p>19-20 100% of teachers are appropriately credentialed and assigned.</p> <p>Baseline 99.49% of teachers are appropriately credentialed and assigned.</p>	<p>For the 2019-20 school year, 99.6% of teachers are appropriately credentialed and assigned.</p>
<p>Metric/Indicator Student access to instructional materials and supplies.</p> <p>19-20 100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.</p> <p>Baseline 100% of students have access to board-adopted instructional materials and supplies.</p>	<p>100% of students have access to board-adopted materials and instructional supplies.</p>
<p>Metric/Indicator School facilities maintained and in good repair.</p> <p>19-20</p>	<p>For the 2019-20 school year, the Facilities Inspection Tool reports show: Exemplary = 1 school Good = 13 schools</p>

Expected	Actual
<p>100% of sites have an exemplary rating.</p> <p>Baseline 24% of sites have an exemplary rating.</p>	<p>Fair = 3 schools Poor = 0 schools</p>
<p>Metric/Indicator Implement a common district instructional focus representing the application of 21st Century skills.</p> <p>19-20 75% of student learning targets and outcomes are tied to the district instructional focus.</p> <p>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.</p>	<p>Over the last several years, the district instructional focus has centered around rigorous tasks. This year, the focus was refined to three key areas, in order to get clarity around what exactly rigorous instruction should look like in our classrooms: Structured Student Discourse, Content Engagement, and Academic Language Development, all of which work within a framework of Inclusive Practices. Structured Student Discourse includes strategies such as: Accountable Talk, Number Talks, and Reciprocal Teaching. Content Engagement includes strategies such as: Multiple Representations and 3 Reads. Academic Language Development includes Explicit Vocabulary Instruction. As defined by the district, Inclusive Practices is an approach to teaching that helps:</p> <ul style="list-style-type: none"> *develop strong relationships in the classroom *recognize the diversity of students *enable all students to access course content and fully participate in learning activities *demonstrate their knowledge and strengths at assessment. <p>Inclusive Practices value the diversity of the student body as a resource that enhances the learning experience.</p>
<p>Metric/Indicator Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework.</p> <p>19-20 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.</p> <p>Baseline Based on classroom observations and analysis of Units of Study, not all learning is rigorous and meets grade level standards.</p>	<p>This year, professional development has continued to focus on the use of the academic content standards. Teachers at action team meetings have been developing common pacing. There is not yet demonstrable evidence to show that classroom tasks are mostly or significantly aligned to standards at all schools.</p>

Expected	Actual
<p>Metric/Indicator Percentage of staff participating in professional learning.</p> <p>19-20 100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.</p> <p>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.</p>	<p>This year, the major areas the district has offered professional development are listed below. Attendance numbers are given in parentheses.</p> <p>English Language Arts (ELA) Pacing Guides and Assessments - Elementary (59) Math Pacing Guides and Assessments - Elementary (66) SEIS/IEP training (34) Paraprofessional Welcome Back (42) Inside and EDGE curriculum (11) Guided Language Acquisition and Design (GLAD) for Wonders and Benchmark curriculum (23) Differentiation (25) Aeries workshops (13) Ethnic Studies Summer Institute (23) Ethnic Studies After School Training - cohort 1 (20) English Learner Shadowing (25)</p> <p>Action Teams have continued this year. There are action team meetings for middle and high school teachers of math, science, and social science. There are action team meetings for elementary in ELA and math.</p>
<p>Metric/Indicator Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.</p> <p>19-20 100% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.</p> <p>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.</p>	<p>PLCs at school sites include grade level teams, department teams, and school leadership teams. Many teams do collect and analyze student work along with achievement and other data, however, there is not quantifiable data to support this. At the elementary level, all sites participate in academic conferences, which are meetings between administrator and teacher teams to analyze student progress.</p>
<p>Metric/Indicator Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.</p>	<p>As of the mid year testing window, the percentage of students meeting their growth targets in iReady are: 2nd grade: 34% Reading and 22% Math</p>

Expected	Actual
<p>19-20 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>Baseline 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>3rd grade: 32% Reading and 18% Math 4th grade: 39% Reading and 14% Math 5th grade: 43% Reading and 25% Math 6th grade: 49% Reading and 39% Math</p> <p>As of the mid year testing window, the percentage of students meeting their projected growth in NWEA Map are: 7th grade: 40% Reading and 46% Math 8th grade: 53% Reading and 46% Math 9th grade: 55% Reading and 49% Math 10th grade: 51% Reading and 50% Math</p>
<p>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)</p> <p>19-20 15% growth over baseline.</p> <p>Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities</p> <p>Baseline</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for ELA was 43.03%, which was an increase of 2.88%. On the Dashboard, the performance level is Yellow. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 51.1%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 6.68% African American students 30.67% Homeless youth 25.38% Foster youth R-FEP(reclassified) students 53.55% Migrant students 30.7% Students with disabilities 9.9%</p>

Expected	Actual
<p>In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA.</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 *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>Gap closing metrics (to be at the level of the All Student group):</p> <ul style="list-style-type: none"> English Learners 36.35% African American students 12.36% Homeless youth 17.65% Foster youth Migrant students 12.33% Students with disabilities 33.13%
<p>Metric/Indicator</p> <p>Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math.</p> <p>19-20</p> <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 <p>Baseline</p> <p>In Spring 2016 SBAC testing, 28% of students achieved the Meets/Exceeds Standards level on SBAC Math.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for Math was 27.89%, which was a decrease of .64%. On the Dashboard, the performance level is Orange. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 39.73%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p> <ul style="list-style-type: none"> English Learners 3.85% African American students 13.3% Homeless youth 17.39% Foster youth R-FEP(reclassified) students 31.1% Migrant students 22.6% Students with disabilities 6.88% <p>Gap closing metrics (to be at the level of the All Student group):</p> <ul style="list-style-type: none"> English Learners 24.04% African American students 14.59%

Expected	Actual
<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 	<p>Homeless youth 10.5% Foster youth Migrant students 5.29% Students with disabilities 21.01%</p>
<p>Metric/Indicator Show growth on the ELA and Math Academic Indicator (California School Dashboard).</p> <p>19-20 Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.</p> <p>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.</p>	<p>The ELA and Math Academic Indicators on the Fall 2019 Dashboard show a performance level of Yellow for ELA (Low/Increased) and a performance level of Orange for Math (Low/Maintained). For ELA, the district's students average 22.2 points below standard, and for math, the district's students average 57.1 points below standard.</p> <p>For ELA, the performance levels by student group: Red: Foster Youth Orange: Homeless students, Two or More Races, and Students with Disabilities Yellow: African American, Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged students Green: White students Blue: none</p> <p>For Math, the performance levels by student group: Red: Foster Youth Orange: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities Yellow: African American and Homeless students Green: White students Blue: none</p>

Expected	Actual
	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.
<p>Metric/Indicator Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.</p> <p>19-20 Performance level of Green, with a Status of High, and a Change of Increased.</p> <p>Baseline The district has a performance level of Orange for English Learner Progress. The Status is Medium, but the Change is Declined.</p>	<p>The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level.</p> <p>For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3% ELs who maintained level 4: 3.5% ELs who maintained levels 1 - 3H: 33.8% ELs who decreased at least one level: 21.2%</p>
<p>Metric/Indicator Increase the number of State Seals of Biliteracy awarded to students.</p> <p>19-20 Increase by 15% the number of seals awarded to students receiving the State Seal of Biliteracy.</p> <p>Baseline As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.</p>	<p>In Spring 2020, there were 117 State Seals of Biliteracy awarded to students.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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>1xxx-5xxx Supplemental/Concentration \$2,415,079</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 \$2,958,005</p> <p>Lottery funds 4000-4999: Books And Supplies Other \$0</p> <p>1xxx-5xxx Title II \$237,450</p> <p>1xxx-5xxx Title I \$41,863</p>
<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. *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 	<p>1xxx-5xxx Supplemental/Concentration \$1,186,216</p> <p>1xxx-5xxx Title I \$298,397</p> <p>1xxx-5xxx State Allocation \$43,100</p>	<p>1xxx-5xxx Supplemental/Concentration \$903,527</p> <p>1xxx-5xxx Title I \$29,000</p> <p>1xxx-5xxx State Allocation \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	1xxx-5xxx Supplemental/Concentration \$46,900 1xxx-5xxx Title I \$1,242,480	1xxx-5xxx Supplemental/Concentration \$198,262 1xxx-5xxx Title I \$1,093,593

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1 focuses on how the district is meeting the basic instructional and academic needs of students in the Woodland Joint Unified School District. Due to the Covid-19 pandemic, additional supplemental and concentration funds were spent to provide chromebooks to all students in preK - 12th grade in the Spring of 2020. In terms of funds that were not used, there were lottery funds budgeted for a social science curriculum adoption that were not spent because the adoption was delayed due to school closures. WJUSD is planning to use those lottery funds for the textbook adoption in the coming year, so those funds have not yet been spent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes in implementing actions and services to achieve Goal 1 include the professional development through action teams and after school workshops that supported teachers with classroom instruction and assessment. Teachers in grades K-12 worked collaboratively in groups to plan for instruction in several different content areas, including English Language Arts, Math, and Social Science. Once closures happened as a result of the Covid-19 pandemic, Educational Services staff organized teachers and administrators into teams in the Spring of 2020 to provide training and collaboration time for teachers, who had to rethink and reconfigure instruction using a distance learning format.

Another success in Goal 1 was the completion of the Assessment Inventory and Audit, which resulted in the establishment of four assessment criteria: (1) Provide useful feedback, guide instruction, and identify what students know and are ready to learn next; (2) Measure student growth and progress/achievement over time; (3) Aligned to standards; and (4) Accessible to all students who are English learners and/or in Special Education. These four criteria were developed collaboratively by a group of teachers and administrators, and are designed to be used as a guide in decision-making about assessments for teachers, staff, and administrators. A related challenge to this was that the roll-out of the results of the Assessment Inventory and Audit had to be delayed due to the pandemic.

There were many challenges that resulted from school closures, with one of the most significant challenges being the need to ensure that all students had devices and connectivity in order to access online instruction. Another issue that resulted from closures was the abrupt end to the professional development that was planned for the last third of the school year. In most cases, professional development had to be canceled, and was replaced by training and collaboration time to support distance learning.

In the Spring and early summer of 2020, the district issued surveys to parents, teachers, staff, and students to determine the impacts of distance learning, learn about the difficulties families were experiencing as a result of the pandemic, identify the successes and challenges that students were experiencing, and identify the major concerns about reopening for all stakeholders. The first survey was distributed after the first week of distance learning and received a total of 2876 responses: 2075 student responses, 553 parent responses, and 248 teacher responses. The survey questions were designed to find out how family stress levels changed as a result of the pandemic, and to get opinions of distance learning. When asked what was going well with distance learning, students stated that they appreciated the flexibility associated with the scheduling and due dates for assignments. They were positive about getting to see their teachers and peers after the break in instruction that occurred as a result of closures. In terms of improvements needed, students asked for more time in classes and less independent work. Students also expressed uncertainty about what to do as well as issues with Chromebooks and connectivity. Common themes among parent comments included a lack of parity between classes and teachers in regards to the length of class meetings and the amount of student work, the stress on families, the amount of differentiation especially for students in Special Education and advanced programs, and a lack of teacher feedback on student performance. For teachers, the successes that they experienced were in the areas of (1) student engagement and attendance, (2) learning new technology, (3) teacher collaboration, and (4) connecting with families. These survey results helped to inform district staff on supports needed for teachers through professional development, and for parents through supports provided by the Family Resource Center.

The second survey given in June 2020 was designed to collect feedback on distance learning at the end of the 2019-20 school year. This survey received a total of 4139 responses: 2487 student responses, 1328 parent responses, and 324 teachers and staff responses. This survey showed that in terms of opinions of distance learning, students and parents were slightly more positive about it than teachers. Separating out the teacher responses showed that teachers at the elementary level and middle school level were more positive and teachers at the high school level were more negative about distance learning. The survey revealed a lot of positive comments about the communication from both the district office and school sites. Almost 75% of parents were in agreement that their child knew what was expected of them each day. However, the survey did reveal that the majority of parents were unsure about mental health support staff and how schools were supporting students' social emotional needs. Based on the stakeholder input received, recommendations were made and presented to the Board of Trustees to support the instructional program, health and safety, and schedules.

The third survey given in June/July 2020 was designed to get input on plans for reopening. 7132 parents and guardians responded to this survey. At the time, there were two options presented, a fully in person instructional model, which 65% preferred, and a virtual model, which 35% preferred. At the time, the district began initial planning for a fully virtual instructional model as an additional program option, but plans were eventually put on hold once all school districts in California were required to open in full distance learning mode.



Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Personalized learning plans for all students to have ownership and engagement in their college and career goals.</p> <p>19-20 100% of 6th - 12th grade students will participate in creating and monitoring their own personalized learning plan to develop their college and career goals.</p> <p>Baseline Currently, there are some high school students who have used the California Colleges Guidance Initiative (CCGI) to identify interests for post-secondary goals.</p>	<p>Approximately 100% of 9th -12th graders have created 4 year plans.</p>
<p>Metric/Indicator Graduation requirements represent UC/CSU admission and/or industry certification.</p> <p>19-20 100% of students are enrolled in a broad course of study that leads to eligibility for UC/CSU and/or industry certification.</p> <p>Baseline</p>	<p>The district has not yet begun to update graduation requirements, but the first step of establishing a Graduate Profile has been completed. Starting in Spring 2019, a team of 26 stakeholders, including students, staff, community members, and administrators, has met to develop a Graduate Profile that represent's the community's vision for students. The team, using feedback from many other stakeholders, identified six competencies: * Academically Literate</p>

Expected	Actual
<p>Students can earn a diploma from WJUSD that does not give them eligibility for entrance into UC/CSU and/or receive industry certification.</p>	<ul style="list-style-type: none"> * Critical-thinkers and Problem-solvers * Communicators * Creative * Civic-minded and Culturally Aware * Responsible and Productive
<p>Metric/Indicator Percentage of students completing UC/CSU A-G course requirements.</p> <p>19-20 Increase by 15% the number of graduates that complete UC/CSU A-G requirements.</p> <p>Baseline 38% of graduates have met the minimum requirements for UC/CSU admission.</p>	<p>High school graduates are required to take a minimum of 15 college-preparatory courses with a letter grade of C or better in certain content areas in order to meet the requirements of admission to the University of California or California State University. In the school year 2018-19, 47.7% of district graduates met the UC/CSU a-g course requirements. At Pioneer High, the percentage is 54.1% and at Woodland High, the percentage is 50.2%. By race/ethnicity, the percentage of high school graduates meeting a-g:</p> <ul style="list-style-type: none"> Asian 68.9% Hispanic/Latino 44.9% White 49.6% Two or More Races 54.5% <p>By program, the percentage of high school graduates meeting a-g:</p> <ul style="list-style-type: none"> English Learners 23% Homeless Youth 43.8% Migrant 35% Students with Disabilities 14.8% Socioeconomically Disadvantaged 40.1%
<p>Metric/Indicator Number of pathways that result in certification in high demand, local industry sectors.</p> <p>19-20 75% of courses align to a pathway that results in certification.</p> <p>Baseline</p>	<p>Currently, there are 11 pathways, plus 2 pathways in development. By pathway, here is the certification and industry demand information...</p> <ul style="list-style-type: none"> *Ag Mechanics: certification is available (high demand) *Animal Science: certification is available (low demand) *Ornamental Horticulture: certification is available (low demand) *Sustainable Agriculture: no certification (high demand)

Expected	Actual
<p>Currently, not all Career Technical Education (CTE) courses align with industry sectors or result in certification.</p>	<ul style="list-style-type: none"> *Agriscience: no certification (high demand) *Systems Diagnostics, Repair & Service: certification is available (high demand) *Welding & Materials Joining: certification is available (high demand) *Residential & Commercial Construction: certification is available (high demand) *Child Development: certification is available (high demand) *Food Service & Hospitality: certification is available (high demand) *Networking: certification is available (moderate demand) *Professional Music (in development): no certification (low demand) *Public Safety (in development): no certification (high demand)
<p>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.</p> <p>19-20 Increase by 20% the number of students passing the AP course with a C or better.</p> <p>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.</p>	<p>For 2018-19, the total number of unique enrollments in AP courses was 1140. The number of enrollments that received a passing grade of C or better was 1006, yielding a course passage rate of 88%. By race/ethnicity, enrollment numbers and passing percentages are as follows:</p> <ul style="list-style-type: none"> Hispanic/Latino...709 enrollments/89% passing American Indian...6 enrollments/83% passing Asian...111 enrollments/85% passing Pacific Islander...10 enrollments/90% passing Filipino...25 enrollments/84% passing African American...6 enrollments/67% passing White...254 enrollments/91% passing <p>By program, enrollment numbers and passing percentages are as follows:</p> <ul style="list-style-type: none"> English Learner...17 enrollments/100% passing Low Income...531 enrollments/85% passing Foster Youth...0 enrollments Special Education...3 enrollments/100% passing

Expected	Actual
<p>Metric/Indicator Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).</p> <p>19-20 90% of students enrolled in an AP course take an AP test and 80% of students receive a passing score.</p> <p>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.</p>	<p>In 2018-19, there were a total of 1140 course enrollments. Of those course enrollments, there were 666 Advanced Placement exams taken, which is an increase of 5 exams from last year's number of exams taken. Of the 666 exams taken, 345 were passed, yielding a passage rate of 52%, which is a decrease of 1% from last year's overall passage rate. Courses with high test passage rates (>80%) were: AP Art, AP Art 2D, AP Art History, AP French, AP Music, AP Spanish Language, and AP Spanish Literature.</p> <p>By race/ethnicity, the AP passage rate is: Hispanic/Latino 53% (411 exams taken) American Indian 100% (1 exam taken) Asian 30% (63 exams taken) Pacific Islander 14% (7 exams taken) Filipino 67% (12 exams taken) African American 50% (2 exams taken) White 56% (157 exams taken)</p> <p>By program, the AP passage rate is: English Learner 82% (11 exams taken) Low Income 51% (322 exams taken) Foster 0% (0 exams taken) Special Education 50% (2 exams taken)</p>
<p>Metric/Indicator Increase the percentage of students demonstrating college preparedness as measured by Early Assessment Program (EAP).</p> <p>19-20 50% of 11th graders are ready for college-level work in English Language Arts and Math.</p> <p>Baseline</p>	<p>The SBAC results show that 19.36% of 11th graders are ready for college-level work in English Language Arts, and 5.14% of 11th graders are ready for college-level work in Math.</p>

Expected	Actual
<p>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.</p> <p>Metric/Indicator Increase the number of students dual and concurrently enrolled in community college classes.</p> <p>19-20 20% growth over previous year for students dual enrolled.</p> <p>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.</p>	<p>In the 2018-19 school year, there were a total of 353 students that took a class that received college credit, including concurrent enrollment and articulated courses. By school, the enrollment was as follows: WHS - 176 students CCHS - 2 students PHS - 175 students This year, the district began preparations for establishing the 6 year school-college-work pathway with Woodland Community College. The first year of implementation is 2020-21.</p>
<p>Metric/Indicator Increase the District reclassification rate for English Learners.</p> <p>19-20 1.5% over State Reclassification Rate as reported by CDE.</p> <p>Baseline The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.</p>	<p>For the 2019-20 school year, the number of English Learners reclassified to Fluent English Proficient is 436, or 18.7%. The state rate of reclassification is 13.8%.</p>
<p>Metric/Indicator Decrease the number of Long Term English Learners.</p> <p>19-20 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".</p> <p>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.</p>	<p>In 2019-20, there are 356 (7.8%) Long Term English Learners, and 288 (6.3%) students who are at risk of becoming Long Term English Learners.</p>

Expected	Actual
<p>Metric/Indicator Increase the cohort graduation rate at each high school.</p> <p>19-20 Increase the cohort graduation rate at all high schools to 97%.</p> <p>Baseline The 2015-16 cohort graduation rate for CCHS is 65.3%, for PHS is 94.3%, and for WHS is 94%.</p>	<p>This year, the California Department of Education established a Five Year Cohort Graduation Rate, in order to include students who might need a fifth year to graduate. The district's Five Year Cohort Graduation Rate is 90.7%. The rate is 73.7% for Cache Creek High School, 93% for Pioneer High School, and 94.2% for Woodland High School.</p>
<p>Metric/Indicator Decrease the number of middle school and high school dropouts.</p> <p>19-20 Ensure that the number of middle or high school dropouts is less than 10.</p> <p>Baseline In 2015-16, there were two middle school dropouts, and 41 high school dropouts.</p>	<p>In 2018-19, there were no middle school dropouts. There were a total of 33 high school dropouts, including 17 at Cache Creek High School, 11 at Pioneer High School, and 5 at Woodland High School. This is a decrease of 7 dropouts from the previous year.</p>
<p>Metric/Indicator Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives.</p> <p>19-20 Increase by 10%.</p> <p>Baseline Baseline data does not currently exist of goals being set and the percentage of those goals being met in IEPs.</p>	<p>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.</p>
<p>Metric/Indicator Ensure that programs and services are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.</p> <p>19-20 Analyze the impact of programs and services that support unduplicated students.</p> <p>Baseline</p>	<p>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 (hotspots) for low income students.</p>

Expected	Actual
<p>Currently, there is no evidence of consistent, personalized and targeted supports for unduplicated (low income, English Learner, foster, homeless, migrant) students.</p> <p>Metric/Indicator Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.</p> <p>19-20 Ensure that all students take courses within a coherent, aligned VAPA pathway.</p> <p>Baseline Visual and Performing Arts classes are singletons and are not consistently aligned with the Visual and Performing Arts standards.</p>	<p>This year, district Educational Services staff engaged in an audit of Master Schedules, in order to determine areas of program where students might be underserved. In looking at enrollment in certain areas, especially in the Visual and Performing Arts, staff determined that there are courses where certain student groups are under-represented. In courses such as Band at middle school and Wind Ensemble at high school, students who are high achieving and not low income tend to be enrolled. The district intends to investigate the root causes of these enrollment disparities in the coming year.</p> <p>At the elementary level, the district is now able to quantify the numbers of students who are receiving music instruction. This school year, there are 1142 students at the elementary level receiving music, with 522 in strings and 620 in elementary band.</p>
<p>Metric/Indicator Increase opportunities for all students to learn through online platforms.</p> <p>19-20 Increase by 10% over the previous year students accessing online coursework using multiple platforms towards their graduation requirements.</p> <p>Baseline Currently, some students use programs such as CyberHigh for credit recovery and Odysseyware to supplement coursework.</p>	<p>Starting with school closures in March 2020, all students in the district were engaged in using online platforms to have class meetings and complete school work. All students use district-provided chromebooks to access instruction.</p>
<p>Metric/Indicator Increase the number of students who are "Prepared" on the College and Career Indicator (California School Dashboard).</p> <p>19-20 50% of students are Prepared on the CCI.</p>	<p>For the College/Career Indicator, 47.7% of 745 students are considered Prepared for College and Career. This rate increased 10.4% from the previous year, with a performance level of Green. No student groups are in the Red or Orange. The Percent (%) Prepared by the criteria defined by the criteria defined by the California Department of Education is as follows:</p>

Expected	Actual
<p>Baseline 34.7% of students are Prepared on the CCI (2013-14 data).</p>	<p>23.9% (85) met by Career Technical Education Pathway completion 38.6% (137) met by SBAC scores 21.1% (75) met by College Coursework 23.9% (85) met by Score of 3 on two Advanced Placement exams 78% (277) met by a-g Coursework</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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:</p> <ul style="list-style-type: none"> *Interdisciplinary UC a-g approved courses *Integrated CTE *Integrated VAPA *Online learning *Dual/concurrent enrollment *Dual Immersion program expansion *Ethnic Studies and Mariachi courses 	<p>1xxx-5xxx Supplemental/Concentration \$1,321,802 1xxx-5xxx Title I \$20,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,640,917 1xxx-5xxx Title I \$77,690.00</p>
<p>Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include:</p> <ul style="list-style-type: none"> *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 	<p>1xxx-5xxx Supplemental/Concentration \$22,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$8,525</p>

Planned Actions/Services	Budgeted Expenditures	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:</p> <ul style="list-style-type: none"> *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>1xxx-5xxx Supplemental/Concentration \$28,600</p>	<p>1xxx-5xxx Supplemental/Concentration \$49</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2 was designed to provide actions that support the college and career readiness of all students, including English Learners and students in Special Education. The actions in Goal 2 were implemented as outlined. The actions in item 3 ("Development and maintenance of school calendars..."), did not require the funding that was budgeted. Those funds were reallocated to provide supports for students and teachers engaging in distance learning, including additional software tools for teachers and staff, and devices and connectivity for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A success notable in Goal 2 is our ability to begin collecting data in the student information system on students who participate in elementary music programs, as part of our efforts to ensure all students have access to a broad course of study. This new data collection will allow district staff to identify gaps in access to music instruction, plan for enrollment shifts as students move into secondary music programs, and help to mitigate barriers to students attending music classes.

A challenge for Goal 2 has continued to be the barriers to access to a broad course of study for students of color, students who are in Special Education, and students who are low income. The district has not yet made significant progress in disrupting predictable outcomes for these students.

In terms of secondary student outcomes, and related to distance learning at the end of the 2019-20 school year, students at the secondary level reported major concerns about their ability to make academic progress. These concerns are illustrated by student comments that were collected, such as "My concerns are falling behind because learning online is really different than in person," and "I don't want to have as much independent work because it's really hard for me to go and get help from multiple teachers when I can't see them in person." The Board of Trustees took action in the Spring of 2020 to prevent the use of failing grades for students at the secondary level, as well as to eliminate the community service requirement for graduation. These two adjustments helped to ensure that students were not penalized for issues created by the pandemic and school closures.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Decrease the number of students who are chronically absent.</p> <p>19-20 5% of students are chronically absent.</p> <p>Baseline As of March 2017, 9.6% of students are chronically absent.</p>	<p>The rate of chronic absenteeism reported in the 2019 Dashboard (most recent data) is 12.5%. For chronic absenteeism, students in grades K-8 are included, and the total students are 6,918. Rates for each student group are as follows: African American - 21.9% (96 students total) Homeless - 27.1% (46 students total) Foster Youth - 22.3% (25 students total) Students with Disabilities - 18% (187 students total) Two or More Races - 11.3% (177 students total) Socioeconomically Disadvantaged - 15.1% (685 students total) American Indian - 17.5% (40 students total) White - 12.8% (182 students total) Hispanic - 12.7% (605 students total) English Learners - 11.1% (224 students total) Asian - 7.8% (28 students total) Filipino - 2.5% (40 students total)</p>
<p>Metric/Indicator Increase the attendance rate for all schools.</p> <p>19-20 The district-wide attendance rate is 98%.</p>	<p>For the month of February, the district-wide attendance rate is 94.36%. By school, the attendance rate is: Beamer 94.62% Dingle 93.11% Freeman 92.66%</p>

Expected	Actual
<p>Baseline As of March 2017, the district-wide attendance rate is 94.14%.</p>	<p>Gibson 92.24% Maxwell 91.65% Plainfield 93.97% Spring Lake 95.53% Tafoya 94.69% Whitehead 94.28% Prairie 94.33% Zamora 95.88% Douglass Middle 94.89% Lee Middle 98.6% Pioneer High 94.47% Woodland High 93.07% Cache Creek High 98.65%</p>
<p>Metric/Indicator Increase the number of students in the Healthy Fitness Zone in all 6 standards.</p> <p>19-20 50% of tested students meet all 6 standards on the Physical Fitness Test.</p> <p>Baseline In 2016, 28% of tested students met all 6 standards on the Physical Fitness test.</p>	<p>In the 2018-19 school year, 15.1% of 5th graders met all 6 Healthy Fitness Zone Standards. 26.6% of 7th graders met all 6 standards, and 23% of 9th graders met all 6 standards.</p>
<p>Metric/Indicator Increase student sense of safety and school connectedness across all school sites.</p> <p>19-20 Increase by 15% student sense of safety and sense of connectedness for all students surveyed.</p> <p>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</p>	<p>The California Healthy Kids Survey was administered in February 2020. In 2019-20, student sense of safety on the California Healthy Kids Survey (school perceived as safe or very safe is): 71% (5th grade), 58% (7th grade), 48% (9th grade), 48% (11th grade), and 59% (CCHS and CDS). Compared to the previous year, student perception of safety has declined at every grade level:</p> <ul style="list-style-type: none"> *5th grade - 3% decline *7th grade - 6% decline *9th grade - 10% decline *11th grade - 2% decline *CCHS and CDS - 10% decline

Expected	Actual
<p>connectedness is 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS).</p>	<p>Student sense of connectedness is 67% (5th grade), 62% (7th grade), 49% (9th grade), 47% (11th grade), and 53% (CCHS and CDS). Compared to the previous year, student sense of connectedness has declined at every grade level: *5th grade - 3% decline *7th grade - 4% decline *9th grade - 7% decline *11th grade - 1% decline *CCHS and CDS - 10% decline</p>
<p>Metric/Indicator Decrease the number of expulsions.</p> <p>19-20 The number of expulsions is 3.</p> <p>Baseline As of March 2017, the number of expulsions is 8.</p>	<p>As of March 2020, there have been 0 expulsions.</p>
<p>Metric/Indicator Ensure that the number of suspensions is proportionate to the population.</p> <p>19-20 The number of students with suspensions is proportionate to the population.</p> <p>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.</p>	<p>In 2018-19, the total number of suspensions was 1054. By race/ethnicity, the number of suspensions and percentage of total: African American* 27 (2.5%) American Indian* 14 (1.3%) Asian 6 (.5%) Filipino 4 (.3%) Hispanic* 785 (74%) Pacific Islander* 8 (.7%) White 178 (16%) Two or More Races* 25 (2.3%) Not Reported 6 (.5%)</p> <p>By program, the number of suspensions and percentage of total: English Learner 235 (22%) Foster* 51 (4.8%) Homeless 22 (2%) Migrant 16 (1.5%) Socioeconomically Disadvantaged* 826 (78%)</p>

Expected	Actual
	<p>Students with Disabilities* 282 (26%)</p> <p>*percentage of total suspensions is disproportionate for these groups</p>
<p>Metric/Indicator Decrease the total number of suspensions.</p> <p>19-20 The number of suspensions (in school and out of school) is 290.</p> <p>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.</p>	<p>As of March 2020, there are 702 suspensions (both in school and out of school).</p>
<p>Metric/Indicator Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports.</p> <p>19-20 100% of classrooms are fully implementing student-centered practices and have examples of evidence consistently and regularly demonstrated.</p> <p>Baseline Currently, there are teacher-directed behavior support structures and some practices that support co-constructing of PBIS strategies.</p>	<p>Sites have been continuing to reinforce Tier 1 and develop 2 PBIS supports. In the fall, sites completed the Self-Assessment Survey to assess their implementation of PBIS. Sites completed the Student Risk Screening Scale for internalizing and externalizing behaviors as a universal screening tool to identify students who may be at-risk for behavioral problems. Sites utilized that information to develop supports for students.</p>
<p>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.</p> <p>19-20 All master schedules/programs/course and graduation requirements are developed for English Learners and students</p>	<p>The WJUSD Board of Trustees approved an Equity policy in March 2020, which states in part, in order "to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall strive to identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impeded equal access to opportunities for all students." The district in fall 2019 examined course enrollments at the secondary level and determined that there are barriers to students</p>

Expected	Actual
<p>with special needs so that there are no barriers to access and opportunity for all courses.</p> <p>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.</p>	<p>who are low income and low achieving from participating in certain courses including leadership, student government, advanced placement courses, and the visual and performing arts. The district has not yet examined the practices which have led to these discrepancies.</p>
<p>Metric/Indicator Ensure access to extended learning opportunities.</p> <p>19-20 Increase by 10% internship opportunities aligned to career pathways and the interests of students.</p> <p>Baseline The district does not currently have regular and ongoing opportunities for internships within and outside the school day.</p>	<p>In 2019-20, the number of students in internships has almost doubled from the previous year. Students participating in internships, by pathway and high school:</p> <p>Agriscience at WHS - 35 Agriculture Mechanics at WHS - 15 Animal Science at WHS - 15 Child Development at WHS - 36 Welding & Materials Joining at WHS - 5 Food Service & Hospitality (Internal Internship) at WHS - 12 Animal Science at PHS - 18 Food Service & Hospitality (Internal Internship) at PHS- 27</p>
<p>Metric/Indicator Ensure 1:1 access in classrooms and at home.</p> <p>19-20 All parents and guardians who qualify for wi-fi hot spots are provided with the devices.</p> <p>Baseline More than 1000 parents and guardians received wi-fi hot spots for home internet access.</p>	<p>In April 2020, as a result of the Covid-19 pandemic, the district is expanding access to both chromebooks and hot spots, so that students in grades TK-4 have access to online instruction at home. All students in grades 5-12 have the ability to take their chromebook home, and students who are low income can qualify for a wireless hot spot.</p>
<p>Metric/Indicator Provide a coherent data management system that allows for monitoring of student data.</p> <p>19-20</p>	<p>The district provides a student information system (Aeries), a database for Special Education (SEIS) as well as a data and assessment management system (Illuminate). Where possible, other data and software systems are integrated, in order to ensure timely information flow and access for staff.</p>

Expected	Actual
<p>All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.</p> <p>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.</p>	<p>In terms of data-based decision making, the district is continuing this year to conduct needs assessments with school site teams, to review data, identify performance gaps, analyze root causes, and create change ideas (actions and strategies). This work is designed to align school plans with the LCAP and promote the use of data among school site teams as they are developing the school plan. This is the second year that school plans will have common metrics aligned with LCAP metrics.</p>
<p>Metric/Indicator Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.</p> <p>19-20 Collect evidence of best practices of all counselors demonstrating evidence of practices that support students' social, emotional, academic, and behavioral needs.</p> <p>Baseline Currently, counselors provide varying levels of support for students' social, emotional, academic, and behavioral needs.</p>	<p>Counselors continue to meet monthly to develop coherence and alignment across school sites.</p>
<p>Metric/Indicator Provide targeted professional learning of classified staff to support student learning goals.</p> <p>19-20 All classified staff receive job-embedded professional learning opportunities that support student learning goals.</p> <p>Baseline Professional learning opportunities for classified staff have included classroom management, non-violent crisis prevention, attendance, discipline, and PBIS.</p>	<p>Trainings have been provided to classified staff throughout the year, with a focus on safety, supporting students, and customer service. In the area of safety, paraprofessionals have received training in bloodborne pathogens, non-violent crisis prevention, drug identification, mandated reporter training, ALICE (active shooter), and CPR. Food Services staff received training in ServSafe certification and civil rights training. Transportation staff have received trainings including, but not limited to defensive driving, accident prevention, student management, and emergency procedures. In the area of supporting students, paraprofessionals receive training monthly by Educational Services staff. In the area of customer service, office staff from both school sites and Educational Services received training in customer service and implicit bias.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:</p> <ul style="list-style-type: none"> *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 	<p>1xxx-5xxx Supplemental/Concentration \$5,293,172</p>	<p>1xxx-5xxx Supplemental/Concentration \$5,005,738 1xxx-5xxx Title I \$88,674</p>
<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>1xxx-5xxx Supplemental/Concentration \$18,600</p>	<p>1xxx-5xxx Supplemental/Concentration \$0</p>
<p>Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including:</p> <ul style="list-style-type: none"> *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers 	<p>1xxx-5xxx Supplemental/Concentration \$734,200 1xxx-5xxx Title I \$390,000 1xxx-5xxx Title II \$9,645</p>	<p>1xxx-5xxx Supplemental/Concentration \$59,562 1xxx-5xxx Title I \$384,042 1xxx-5xxx Title II \$9,195 1xxx-5xxx Other \$113,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*intern/externships		
Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.	4xxx Supplemental/Concentration \$150,000	4xxx Supplemental/Concentration \$151,537
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.	1xxx-5xxx Supplemental/Concentration \$170,810 1xxx-5xxx Title I \$5,406	1xxx-5xxx Supplemental/Concentration \$155,827 1xxx-5xxx Title I \$6,996

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 3 was designed to outline the support services that are provided to students, including mental health supports, attendance supports, behavioral supports, and intervention programs. These services were increasingly important as school closures happened in March 2020 due to the Covid-19 pandemic. Since there was a time period when classrooms, school offices, and the district office were closed, there were services and costs associated with them that did not get spent. There were also activities and training planned for spring and summer 2020 that did not occur due to closures. These funds were used to purchase devices, connectivity, and software to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3 primarily focuses on staff who provide supports to students, including school psychologists, school counselors, nurses and health staff, and foster/homeless support. The staff in those positions faced challenges in the last few months of the year due to school closures, mostly due to the fact that students and staff were not on campus, and the inability to access resources (on the part of students), and provide supports (on the part of staff) was difficult for all. Once distance learning began in April, the district conducted a survey to collect feedback from parents and students about how distance learning was going and to let the district know about the types of challenges that families were facing. One of the questions on the survey asked parents "How would you describe the stress level in your home related to distance learning?" On a scale of 1 - 4, with 1 being "much worse than expected" and 4 being "much better than expected", the survey results were: 14% rated their stress level a "1", 31% rated their stress level a 2, 34% rated their stress level a 3, and 20% rated their stress level a 4. The types of stresses that were reported included difficulties with using technology, lack of internet access, the amount of parent help required for distance learning, variations in the amount of time students spent on both independent work and on the google meet platform, and the amount of feedback that families were provided about student progress. Many of these same stresses were echoed by teachers and students. On the teacher survey, when asked to rate

the amount of time students spend interacting with their peers, 38% of teachers said it was not enough, 31% said it was just right, 2% said too much, and 27% said it was too early to tell. Teachers also reported having difficulty supporting their students social and emotional well-being. When asked the level of agreement with this statement, "I feel able to support the social and emotional aspects of my students' learning experiences," more teachers were in disagreement with the statement than in agreement. For students, the stresses related to distance learning included difficulty with technology and wifi, but also, the struggle they faced in balancing school work with family responsibilities at home; since all children were in the home and not at school, many students with younger siblings had additional responsibilities.

All of these stresses were challenges for the teachers, staff, and administrators in the district. However, an associated success is that the district has committed staff in positions that focus on supporting students, and they were able to find creative ways, through the video platform, through phone calls, and through home visits, to address some of the challenges that students and their families faced in spring 2020.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.</p> <p>19-20 Performance level of Green, with a Status of High, and a Change of Increased.</p> <p>Baseline The district has a performance level of Orange for English Learner progress. The Status is Medium, but the Change is Declined.</p>	<p>The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level.</p> <p>For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3% ELs who maintained level 4: 3.5% ELs who maintained levels 1 - 3H: 33.8% ELs who decreased at least one level: 21.2%</p>
<p>Metric/Indicator Increase the number of State Seals of Biliteracy awarded to students.</p> <p>19-20 Increase by 15% the number of seals awarded to students receiving the State Seal of Biliteracy.</p>	<p>In Spring 2020, there were 117 State Seals of Biliteracy awarded to students.</p>

Expected	Actual
<p>Baseline As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.</p>	
<p>Metric/Indicator Increase the District reclassification rate for English Learners.</p> <p>19-20 1.5% over State Reclassification rate as reported by CDE.</p> <p>Baseline The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.</p>	<p>For the 2019-20 school year, the number of English Learners reclassified to Fluent English Proficient is 436, or 18.7%. The state rate of reclassification is 13.8%.</p>
<p>Metric/Indicator Decrease the number of Long Term English Learners.</p> <p>19-20 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".</p> <p>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.</p>	<p>The most recent data available (2018-19) shows that the total number of long term English learners (LTEL) is 443, in grades 7 - 12. By grade level, the numbers of LTELs are as follows: *7th grade = 115 *8th grade = 86 *9th grade = 76 *10th grade = 42 *11th grade = 65 *12th grade = 59</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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</p> <p>*support for leveled ELD instruction to target proficiency levels</p> <p>*targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments</p>	<p>1xxx-5xxx Supplemental/Concentration \$136,000</p> <p>1xxx-5xxx Title III \$49,500</p> <p>1xxx-5xxx State Allocation \$34,815</p>	<p>1xxx-5xxx Supplemental/Concentration \$6,473</p> <p>1xxx-5xxx Title III \$51,000</p> <p>1xxx-5xxx State Allocation \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*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		
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, action 3)	1xxx-5xxx Supplemental/Concentration \$1,636,025	1xxx-5xxx Supplemental/Concentration \$1,589,559
<p>Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as:</p> <p>*Continue to provide EL Specialists FTE, EL Coordinator, EL TOSA and clerical support</p> <p>*Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, action 1), recommend appropriate placement, interventions, and provide support for targeted ELD instruction</p> <p>*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>1xxx-5xxx Supplemental/Concentration \$1,515,656</p> <p>1xxx-5xxx Title III \$165,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,590,371</p> <p>1xxx-5xxx Title III \$192,737</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 4 is focused on support for English Learner achievement, including actions that provide training and support for teachers of English Learners, staffing for English Learner Specialists, and site funds for interventions. Due to the COVID-19 pandemic, some of the training planned for teachers of English Learners was put on hold. Additionally, Goal 4 provides funding for staff and parents to attend the California Association of Bilingual Education annual conference, and that conference was canceled due to the pandemic. Funds not spent were used to purchase devices, connectivity through wifi hotspots, and software for students to access distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 19-20 school year, we provided our teachers/site EL specialists and administrators EL-related professional opportunities such as EL shadowing, Placer County Office of Education (PCOE) Coaching Institute, Guided Language Acquisition and Design (GLAD) refresher training, EL Road Map Toolkit, attendance at the Dual Immersion Summer Institute, California Association of Bilingual Education (CABE) conference, Title III conference, and EL Coordinators Network to name a few. This was one of our major successes for the 19-20 school year. We were able to continue training our team on effective EL strategies, research, and pedagogy. In addition to training our staff, we continued to provide leveled ELD at our elementary/secondary sites and engaged in EL student monitoring, and provided site-based interventions. Another notable success during the COVID shut down was the ability of the site ELS to coach and support lesson development across grade levels in all content areas. We saw a dramatic increase in coaching hours related to the fact that many EL compliance tasks could not happen during the shutdown.

Unfortunately, the COVID pandemic shutdown did not allow us to continue with the full implementation of our professional development into the Spring which stifled our momentum. In addition, the shutdown did not allow us to provide our usual Spring student monitoring nor our site-based interventions to our ELs. Additionally, due to distance learning limitations, leveled ELD did not occur during the shutdown. All teachers retained the responsibility of teaching their own EL students which meant that designated ELD was not leveled as before.

Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.</p> <p>19-20 Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.</p> <p>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.</p>	<p>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 district continues to have an African American Parent Advisory Council and has recently hosted the first meeting of a Native American Parent Group.</p> <p>The results of the California School Parent Survey, administered in February 2020, show that 95% of respondents had attended a general school meeting. 45% had attended a PTA meeting, and 81% had attended a parent-teacher conference.</p>
<p>Metric/Indicator Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.</p> <p>19-20 Every student has at least one opportunity for a student-led demonstration of proficiency.</p>	<p>Middle school students participate in student-led conferences.</p>

Expected	Actual
<p>Baseline Some sites/grade levels/classrooms participate in student-led conferences.</p> <p>Metric/Indicator Increase opportunities for parent learning through Parent University.</p> <p>19-20 Increase by 25% the number of opportunities for parent learning through Parent University.</p> <p>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.</p>	<p>During the 2019-20 school year, there were 10 parent workshops provided by the Community and Family Engagement (CAFÉ) department. Listed below are the workshops and number of participants:</p> <ul style="list-style-type: none"> Welcome event - 51 participants Vaping, E-Cigarettes and Youth - 17 participants Gearing up for the School Year - 23 participants A Conversation on Why School Matters - 12 participants Mental Health - 41 participants Nurturing Parenting Program - 15 participants CPR Training - 45 participants Health Curriculum Parent Night - 54 participants Math Workshop - 31 participants Preschool Parent Workshop - 58 participants <p>The CAFÉ department also helped other departments arrange for translation, childcare, and other services for a few events, including a parent night for dual enrollment, a meeting for Parent Teachers Associations, and a Native American Parent Committee.</p>
<p>Metric/Indicator Increase parent/family participation in programs for unduplicated pupils.</p> <p>19-20 Increase by 25% parent/family participation in programs for unduplicated pupils.</p> <p>Baseline Currently, there are limited opportunities for parent/family participation in programs specifically targeted to unduplicated pupils.</p>	<p>The Community and Family Engagement department provides trainings and parent workshops which are specifically responsive to the needs of parents and families of unduplicated pupils.</p>

Expected	Actual
<p>Metric/Indicator Increase parent/family participation in programs for students with special needs.</p> <p>19-20 Increase by 25% parent/family participation in programs for students with special needs.</p> <p>Baseline Currently, there are limited opportunities for parent/family participation in programs specifically targeted to students with special needs.</p>	<p>The Special Education Department established a Special Education Parent Advisory Committee, which met regularly in 2019-20.</p>
<p>Metric/Indicator Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.</p> <p>19-20 60% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.</p> <p>Baseline On the 2016-17 California School Parent Survey, 35% of parents strongly agreed that the "school promotes academic success for all students," 29% strongly agreed that the "school provides opportunities for meaningful student participation," and 31% strongly agreed that the "school allows input and welcomes parents' contributions."</p>	<p>The California School Parent Survey (CSPS) was administered in February 2020. On the CSPS, 31% strongly agreed that "the school promotes academic success for all students", which is no change from last year's results. 29% strongly agreed that the "school provides opportunities for meaningful student participation", which is a 2% decline from the previous year. 34% strongly agreed that the "school allows input and welcomes parents' contributions", which is no change from last year's results.</p>
<p>Metric/Indicator Increase number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.</p> <p>19-20 Increase by 25% the number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.</p> <p>Baseline</p>	<p>The district has continued to support partnerships with Yolo Farm to Fork, United Way, the City of Woodland, the Woodland Schools Foundation, and Woodland Community College. The district is working on establishing a partnership with the Yolo County Health and Human Services Agency, which would help provide mental health supports to students and families.</p>

Expected	Actual
<p>A limited number of partnerships exist to support students, including United Way, the Woodland Schools Foundation, and the Woodland Host Lions.</p>	
<p>Metric/Indicator Increase use of technology tools and applications by site staff to communicate with parents about student progress.</p> <p>19-20 Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.</p> <p>Baseline In 2016-17, a pilot was conducted using the Aeries Parent Portal. A group of secondary teachers piloted the portal and gradebook.</p>	<p>By school, the percentage of parents having parent portal accounts:</p> <ul style="list-style-type: none"> WHS 94% CCHS 72% PHS 97% DMS 72% LMS 49% Middle Grades CDS 75% Sci Tech 29% Beamer 22% Zamora 95% Dingle 15% Freeman 15% Gibson 17% Tafoya 22% Maxwell 19% Plainfield 43% Whitehead 12% Prairie 12% CDS 20% Spring Lake 25% K-8 37%
<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>19-20 Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.</p>	<p>This data will be reported when it is available.</p>

Expected	Actual
<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>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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 celebration of student learning and student exhibitions.</p>	<p>1xxx-5xxx Supplemental/Concentration \$236,200 1xxx-5xxx Title III \$26,180</p>	<p>1xxx-5xxx Supplemental/Concentration \$130,820 1xxx-5xxx Title III \$2500</p>
<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. *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.</p>	<p>1xxx-5xxx Supplemental/Concentration \$183,248 1xxx-5xxx Title I \$18,970</p>	<p>1xxx-5xxx Supplemental/Concentration \$138,477 1xxx-5xxx Title I \$1,374</p>
<p>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</p>	<p>1xxx-5xxx Supplemental/Concentration \$1000</p>	<p>1xxx-5xxx Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*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		
Ensure that parent and stakeholder groups are in compliance with state and federal guidelines.	1xxx-5xxx Supplemental/Concentration \$14,694 1xxx-5xxx Title I \$152,520 1xxx-5xxx Title II \$13,694	1xxx-5xxx Supplemental/Concentration \$115,685 1xxx-5xxx Title I \$165,052 1xxx-5xxx Title II \$24,347

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 5 focuses on community and family engagement. Funds budgeted for activities in support of community and family engagement that were to take place in spring and summer 2020 were not spent. Those funds were used to provide devices and connectivity to families, as well as to provide software to support student access to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A success related to Goal 5 is the establishment of the Parent Resource Center, which opened around February 2020, right before school closures. The Parent Resource Center is located in the district office, and is staffed by the Community and Family Engagement (CAFE) project manager. The center had to shut down when school closures occurred in March, but was able to open by appointment in late April 2020. Staff established a parent support phone line for parents and guardians to use when they have questions, need assistance with accessing distance learning, and when they need help connecting with community-based organizations in town. CAFE staff frequently made home visits to provide direct support to students who had trouble logging into their chromebook. As the district offices began opening later in spring 2020, the Parent Resource Center was able to welcome families by appointment. Challenges associated with this goal were in the volume of calls from parents needing support especially from Spanish-speaking families and the goal of responding in a timely manner. In the Educational Services department, some bilingual staff members filled in as extra support due to the volume of calls and the need to support families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classroom Technology Equipment to support In-Person Instruction	\$0	\$466,702	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

At the time of writing the LCP, the district did not have funds budgeted to support in-person instruction. However, as the health situation in Yolo County evolved, the district began planning for in-person instruction and identified classroom technology that would be needed to support hybrid and concurrent instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

A challenge for WJUSD in implementing in-person instruction was the length of time it took for Yolo County to move out of the Purple Tier. The district implemented cohort instruction for small groups of migrant students, newcomer English Learners, and students having difficulty with technology access starting on February 1, which represented our Phase 2. Once Yolo County moved out of the Purple Tier in mid-February, the district was able to begin planning for Phase 3, which is hybrid learning. Phase 3 started with the majority of students returning in-person on April 12. To support classroom instruction in Phase 3, the district purchased classroom technology equipment reflected above.

A success was in our ability to identify students in small cohort groups for in person support, as a part of Phase 2, which began in winter 2021. Students who are newcomer English Learners, migrant students, and students having difficulty with technology access, were identified and prioritized for in person classroom support. These small cohort groups allowed students not accessing distance learning at home to come to campus and participate in virtual instruction in a supportive environment. Services for Special Education students, including assessments and in person instruction for SDC students also resumed this year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Establish a calendar for district wide professional development for all teachers and certificated staff; 5 days in August 2020 and additional professional development provided during Wednesday collaboration time ongoing throughout the year	\$1,650,000	\$1,387,222	Yes
Purchase devices and connectivity for families to access instruction	\$2,000,000	\$1,983,466	Yes
Purchase instructional tools and resources to support online instruction, including a learning management system, social emotional learning curriculum, elementary social science and science curriculum, online reading program, and staff technology needs.	\$1,827,294	\$1,582,703	No
Provide funding to support families needing assistance with City of Woodland daycare program.	\$40,000	\$18,170	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The items budgeted related to the Distance Learning Program were estimated in August 2020. The estimated actual expenditures indicate that some of the estimates changed between what was planned for and actual implementation and purchases. All activities outlined in the Distance Learning Program section were carried out, but in some cases, the costs were not as high as expected. We spent slightly less than planned in all areas.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction
 A success for elementary in all phases this school year was a highly structured and standardized schedule for all school sites. School sites were provided with sample schedules and instructional minute minimums that had been agreed upon by the district and

Woodland Education Association (WEA). This schedule included expectations for core instruction (English Language Arts, Math, English Language Development, and Social-Emotional Learning). Specific elementary classroom instructional schedules for each of the phases 1, 2, and 3 have been developed collaboratively by teachers and administrators, and reviewed and approved by Educational Services directors. This development and review process has ensured that there are similar expectations in regards to instructional minutes and schedules across all elementary sites. At the secondary level, middle schools have the same bell schedule as well as high schools. Another success is that all core academic curriculum has been maintained this year, through distance learning, along with substantial additional digital resources.

A challenge has been the length of time that students and teachers had to engage with distance learning. There was substantial knowledge building among all staff and teachers that had to occur in August in order to implement the learning management system (Canvas), and to build classroom continuity at the beginning of the year in a virtual environment.

Access to Devices and Connectivity

A success of ensuring access to devices and connectivity has been the district's ability to ensure that all students have a chromebook in order to access instruction. Additionally, students in need of wifi access have been provided with wifi hotspots. Individual schools have served as hubs for chromebooks that need replacement and have continued to ensure that all students have access to a device. A challenge has been to serve the students who have difficulty with wifi access due to residential broadband access issues. There are areas in town and in the surrounding areas that have limited internet service. On March 1, as a part of Phase 2, the district was able to bring some students who had difficulty with technology access in cohort groups to classrooms in order to access instruction, but that was limited in scope. Another challenge related to this is

Pupil Participation and Progress

A success of distance learning in terms of pupil participation and progress has been the increasing focus of staff on student engagement. The pandemic has put a spotlight on the needs of students who are not participating or engaging in distance learning, and staff, including attendance liaisons, teachers, other staff, and administrators, have found creative ways to reach out to families, most often through home visits.

However, the challenge has been low participation and engagement. Even in classrooms with high attendance rates, the level of engagement or participation remained low during distance learning, with many students leaving their video off and not participating through either verbal responses or through the chat.

Distance Learning Professional Development

WJUSD invested heavily in professional development designed to prepare teachers, staff, and administrators to distance learning at the start of the 2020-21 school year. A success was in the agreement signed between WJUSD and WEA that established five days of in-service for teachers before the beginning of the school year. In July and August 2020, district staff engaged collaboratively with groups of teachers, staff, and administrators to develop professional development modules on the following topics which were offered during the five in-service days:

- *Engagement and Assessment
- *Equity and Access
- *Canvas and Technology Tools

- *Structures and Schedules
- *Health and Safety
- *Social and Emotional Learning
- *Parent and Family Support

Additionally, the district established a schedule of Wednesday professional development to occur at all sites throughout the year. The schedule included workshops for teachers to support the administration and review of assessments for diagnosing learning loss, to support technology tool use such as Canvas, Nearpod, and Seesaw, to support the implementation and use of Social and Emotional Learning curriculum, and district-wide health and safety training to support Phase 3. Additionally, the district engaged a speaker, Dr. Victor Rios, who has done presentations for all staff during the Wednesday professional development time.

The common Wednesday professional development schedule allowed for teachers and staff to engage in learning opportunities together, and several of the days (on Wednesdays in November, January, February) were offered with a menu of options -- teachers and staff, primarily Distance Learning Lead teachers, collaborated to develop and facilitate workshops that teachers could choose from. Two Wednesdays (September and April) were used for staff collaboration around district-wide initiatives; on these days, staff collaborated using a series of prompting questions established by Educational Services. Notes and reflection from staff discussions were submitted to Educational Services staff for review and planning of upcoming professional development.

In addition to the professional development offered on district-wide Wednesdays, district staff and teachers on special assignment offered additional workshops for teachers to access on a voluntary basis. District staff and TOSAs were able to offer workshops in both synchronous and asynchronous formats, in order to accommodate a variety of teacher needs. Workshops have included topics such as Building Emotional Engagement, Ethnic Studies, iReady, Nearpod, ParentSquare, and Supporting Student Collaboration and Group Work. There were also additional workshops provided by the Special Education Department and targeted for teachers and staff in Special Education with topics such as Assessments and Monitoring, Individualized Educational Plan Updates and Processes, Alternate Assessments, and Remote Learning Plans.

Another success was the establishment at the beginning of the year of the Distance Learning Lead teachers. Sites were allocated either one or two DL Leads, who served as primary support for the teachers at their school sites, in the implementation and use of technology tools such as Canvas, Nearpod, and Seesaw. DL Leads attended district-level meetings to receive training, build knowledge, troubleshoot issues, and receive updates from district staff. The team of DL Leads worked collaboratively to prepare and facilitate workshops during the district-wide professional development sessions on Wednesday afternoons.

Staff Roles and Responsibilities

There were no significant changes to staff roles. In terms of responsibilities, many district office staff and administrators assumed added responsibilities in response to the COVID-19 pandemic. Some of these new responsibilities included: communications with the county public health department, establishing protocols for health and safety, and learning and implementing new software, systems, tools, and resources to support distance learning.

Supports for Pupils with Unique Needs

WJUSD's Learning Continuity and Attendance Plan was developed to ensure that teachers have the resources they need to provide effective distance learning for all students including English learners, students with disabilities, homeless, and foster youth. Throughout the year, teachers have had access to classrooms and to the technology and equipment needed. For students with unique needs, the following additional supports have been provided:

*English Learners: Curriculum was provided to support the language development needs of English learners. Professional development was provided for teachers that was English learner specific and tailored to address the needs of English learners such as English Learner Shadowing. Site English Learner Specialists have continued to provide additional case management to ensure access to remote learning and provided support as needed including and not limited to check ins, additional small group instruction/support/intervention for students and families. They also have continued to provide additional support for teachers in terms of co-planning and coaching. Additional staff support has included English learner paraprofessionals who support newcomer English learners at the middle school level. At elementary, in all phases, classroom teachers provided small group designated ELD instruction as well as integrated ELD to address learning loss and support language development. At the secondary level, designated ELD classes have continued to have smaller class size to support student learning and accelerate language development. Services and supports for English Learners are outlined in the English Learner Master Plan, which is accessible on the district webpage here: <https://www.wjUSD.org/Programs/English-Learner-Services/Title-III--EL-Master-Plans/index.html>

*Migrant students received support from the migrant teacher on special assignment, as well as from the parent liaison, who provided check ins on internet and course access. Staff used the learning management system to monitor academic progress, and provided targeted intervention through individual or small group sessions.

*504 program students have been supported by their general education teacher(s). Services have been provided in accordance with the individualized learning plan, developed in collaboration with the parent/guardian of the child.

*Special Education students received additional support including at home activities, learning kits, and paper/pencil access to curriculum and lessons. Additional small group time with teachers, paraprofessionals, and related service providers has been scheduled as needed. The Special Education Plans for Phase 1 and Phase 2 are located on the district webpage here: <https://www.wjUSD.org/Return-to-School-Resource-Center/index.html>

*Foster students received additional support from the foster/homeless program manager, who provides support between school partners such as teachers, counselors, registrars, administration, and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollment for foster youth.

*Homeless students have been supported through direct support by the foster/homeless program manager as well as through coordination of services with outside agencies and community organizations.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning loss funds distributed to school sites for student supplies and materials distribution	\$563,010	\$746,180	No
Special education assessment materials, curriculum, and supplies for in person related services	\$481,000	\$329,069	No
Professional development to address learning loss for teachers and staff	\$40,000	\$18,022	Yes
English Learner Specialists to provide targeted support and monitoring for English learners	\$1,400,000	\$1,395,656	Yes
Foster/Homeless Program Manager	\$89,000	\$88,674	Yes
Purchase online software for English learner monitoring	\$115,000	\$114,984	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The items budgeted related to the Pupil Learning Loss were estimated in August 2020. The estimated actual expenditures indicate that some of the estimates changed between what was planned for and actual implementation and purchases. All activities outlined in the Pupil Learning Loss section were carried out, but in some cases, the costs were higher than expected. More funds than planned were released to school sites in order to support the technology and equipment needs of students and staff to support distance learning. However, that increase in spending was offset by a decrease in the amount needed for Special Education materials, curriculum, and supplies for in person instruction.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes related to Pupil Learning Loss include the use of diagnostic assessments at the beginning of the school year which provided teachers with information on student learning. Elementary school teachers in grades 1 - 6 used iReady, a diagnostic screening assessment in Reading and Math, which is differentiated and adaptive to student learning level. Middle and High school teachers used screening and readiness assessments provided by StudySync for English Language Arts classrooms, and Mathematics

Diagnostic Testing Project (MDTP) for math classrooms. The benefits of using both iReady and MDTP are that both students and teachers are familiar with the assessments. StudySync is a new curriculum in its first year of implementation, so there have been challenges related to that. Early in the fall, the district provided professional development for teachers related to the administration and review of these assessments.

Challenges related to Pupil Learning Loss primarily include an increase in failing grades at the middle and high school level. At the end of the first semester, the percentage of students receiving a failing grade of "F" doubled this year. Unfortunately, the data review revealed that grading patterns are disproportionate, with students who are Hispanic/Latino, students in Special Education, and students who are low income, all receiving failing grades at higher rates than other students. During the months of November and December, school site principals engaged in data review specifically to address learning loss. Principals were provided with a suite of data, including student attendance and engagement data, D/F rates from progress periods, English learner monitoring data, diagnostic assessment screening data, and student, parent, and staff survey data from the beginning of year distance learning survey. Site teams engaged in the data review and analysis using the 4 R's protocol, which resulted in the creation of action steps to address learning loss. Another challenge, however, is that students targeted for intervention were not likely to attend online support/intervention sessions. Since the district was unable to provide instruction in person, supports and interventions were marginally successful, and attendance was very limited.

The district is currently preparing to provide a robust summer school program for both elementary and secondary students, with a wide variety of enrichment and credit recovery options.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The mental and social and emotional well-being of students and staff has been an area of focus for the district. The district website has a page dedicated to Social and Emotional Wellness resources for students, families and staff. There are resources for addressing Social and Emotional Learning at home, suicide prevention as well as mental health resources and supports. .

The district has developed a referral process for access to counseling support, which allows students, staff, and families to refer or self-refer for services provided by a school counselor. Counseling services have been provided virtually during remote learning. Provided services virtually posed some challenges such as lack of privacy or students not logging on for counseling sessions. In January 2021, the district engaged in a contract with Care Solace to be able to provide students, families, and staff to be able to connect with mental health care resources and providers in the community. The referral to Care Solace can be provided by a staff member or students can self-referral by accessing the link on the district Social and Emotional Wellness page.

In the summer of 2020, the district successfully partnered with the Yolo County Health and Human Services Agency on a Mental Health Student Services Act grant. This grant will provide counseling services for students, as well as training for teachers, staff, and administrators, in order to build adult capacity to support student mental health needs. The district has been working collaboratively with Yolo County Health and Human Services Agency to start engaging in contracts to start services. It has been challenging due to the lengthy process involved in establishing contracts.

Students who receive mental health services designated in their IEP continue to receive services from the school psychologists virtually. They monitor student progress and well-being and take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis.

Professional development was provided for all teachers and staff addressing social, emotional and mental health needs. The following professional development was offered to staff: Building Relationships/Community during Distance Learning, Staff Mental Health and Wellness, Trauma Awareness and Strategies, Self-Care: Addressing Secondary Trauma in Educators and Developing Student Motivation during Distance Learning. The professional development was developed and presented by a team of counselors and staff.

The district adopted Social Emotional Learning curriculum as Tier I support and resources. Sanford Harmony for elementary school, CharacterStrong for middle school and School-Connect at high school. There was district-wide professional development for elementary, middle and high school in order to provide an overview for the curriculum at their level.

For parents, a parent training on social and emotional learning and trauma awareness including the impacts of COVID-19. The district has also made information for parents more easily accessible by providing a guide to mental health resources and social and emotional learning, which is available on the district webpage.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

WJUSD Community and Family Engagement staff hosted workshops throughout the year to support families and improve family outreach and connection with school. The workshops offered included:

*ParentSquare workshop: offered on two dates, in English and Spanish, with a focus on how to use ParentSquare to receive and send communications to school staff and teachers

*Canvas workshop: offered in English and Spanish, provided an overview of the district's new learning management system from the parent perspective

*Technology workshops re: distance learning: offered on two dates, in English and Spanish, provided by Project Inspire

*Series of six classes for newcomer families in Spanish: provided by Project Inspire

*Thirteen classes focusing on parent support in distance learning: offered in English and Spanish, provided by Project Inspire

Thirteen classes focusing on building parent knowledge about the school system and how to advocate for their child: offered in Spanish, provided by Project Inspire

As a district we adjusted our attendance tracking system to allow for a variety of ways students were able to participate in online instruction. When students failed to log in, a re-engagement plan was implemented to provide necessary support for students and families to access the online instructional platform. The supports ranged from communication, technology access, technology support, through various family supports. As a site and district level team, we partnered to ensure families were connected and supported through their varied challenges to engage in online learning.

While efforts to support families were made throughout the school year, as the year progressed, it was clear that the number of calls home and visits to the home did not resolve the challenge of families struggling to balance child care with work schedules. There were also challenges associated with multiple children in the home requiring technological support, from a care provider who may have also struggled with the online learning platform. As our district progressed through the phases, there were more opportunities for families to send their children to learning centers where technological supports were made available.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The challenges facing School Nutrition during the 2020-21 school year largely revolved around staffing and support for the daily grab-n-go lunch service program. Throughout the year, staff have had to adjust due to changing health conditions, weather conditions, and locations available, in order to serve families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Hire 12 FTE Community and Family Engagement Liaisons	\$340,000	\$200,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The item budgeted related to Additional Actions was estimated in August 2020. The estimated actual expenditures indicate that some of the estimates changed between what was planned for and actual implementation, primarily due to the timeline for hiring staff.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

This school year, teachers, staff, and administrators have faced unprecedented challenges as they have tried to continue teaching and learning using an entirely new method of instruction. While the district was in a good position with the number of chromebooks that were already available to students, the district had not previously had a learning management system, and there have been challenges throughout the year with the implementation and maintenance of the LMS. Many additional software programs were purchased as well, in order to support distance learning. The majority of the year for the majority of students was spent in distance learning, and while district teachers, staff, and administrators have been overwhelmingly positive about moving into Phase 3 (hybrid instruction) in April 2021, the amount of time that all stakeholders experienced distance learning will have lasting impacts.

One of the impacts is in the use of technology. Teachers, staff, and administrators have had to learn how to use many new programs, including Canvas, Seesaw, Nearpod, Jamboard, and several others. While the beginning of the year was extremely challenging for teachers, especially, learning and implementing new programs at the same time, many have found that these new programs are now indispensable. Teachers have found creative ways to engage their students using these new tools, and there is a strong desire to continue using these programs. Additionally, for most of the year, and for most staff members, meetings have been held virtually. The use of the video conferencing platform has had positive and negative impacts. Hosting a meeting online allows for potentially unlimited stakeholder involvement, since capacity is not limited to room size. Individuals may be able to access meetings/workshops/events that they would otherwise not be able to attend, due to transportation or scheduling issues. However, everyone is experiencing fatigue and

a lack of connectedness associated with online meetings. Because of the positive impacts associated with the new software programs, the district plans to continue to provide access to them for teachers, staff, and administrators.

Another impact has been on the delay of some professional development. Since teachers and students were distance learning for the majority of the school year, all professional development plans had to be adjusted in a few different ways. One of the adjustments was that all workshops/trainings needed to be held outside of the school day. The district made a commitment to not conduct workshops or trainings during the school day, since it was difficult enough for teachers and students using the online platform and establishing the classroom community, the district felt that taking teachers out of the classroom for training would not be beneficial to teachers or students. This change meant that certain activities, including action teams, had to be largely postponed. Another adjustment was to limit the professional development to the teachers who had previously received training and not add any new cohorts. An example of this adjustment is in the Ethnic Studies training. The original plan called for establishing a cohort 3 of teachers in Visual and Performing Arts, but due to distance learning, only teachers in cohorts 1 and 2, who had begun training in previous years, were able to attend. A third adjustment was the cancellation of professional development that was planned for the spring, such as Universal Design for Learning. The impact of these adjustments will be found in the professional development plans in the 2021-24 LCAP.

A final impact has been the need to work towards parity of systems and schedules across school sites. Since distance learning was entirely new and required new thinking, new schedules, new instructional methods, new resources, and new materials, the Educational Services department has worked very closely with school site principals throughout the year, through three different phases of reopening. This has required a level of oversight and monitoring that did not previously exist. An example of how this has occurred is through the establishment of weekly Leadership Academy meetings. The Leadership Academy is composed of all school site and district level administrators, and previously met once per month. The volume of updates, changes to program/services, and other information required much more frequent formal interaction between site and district administrators.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The 2021-24 LCAP, in goal 2 and 3, has a focus on establishing a system of data analysis and review, as well as an emphasis on alignment of standards and assessments. The district has several key components of data analysis and review in place, including structures and data analysis protocols for principals to review data with their staff, along with school site needs assessments that drive the development of the School Plan for Student Achievement. This school year, principals engaged in a comprehensive data review in December, which had them reviewing data on student engagement and attendance, on the results of the beginning of year distance learning survey, on first quarter grades, and on English Learner monitoring data. Principals used the 4 R's Protocol, and recorded the results on a form provided by Educational Services staff. The 4 R's Protocol consists of the following steps:

1. Research: Identify areas of concern and areas of success. What can we observe from the evidence collected? This is an objective data discovery.

2. Recall: What do you know about the conditions of learning? What are the realities of online learning, practice and programs?
3. Reflect: Connect results with the conditions. What are the reasons why we see the results that we're getting?
4. Respond: Based on the results, our observations, and our reflections, what are the next actionable steps? These responses should tie directly to what was discovered in the reflection process.

In terms of assessments, the district began the work of an assessment inventory and audit in 2018-19, and completed in 2019-20. Over the next three years, district staff will continue to engage with stakeholders about the assessment criteria that was established, and to create systems that ensure the implementation of the criteria. Having high quality assessments aligned with the district's focus standards will ensure students are able to show what they know and can do, and teachers are able to effectively analyze student performance and adjust instruction to meet student need.

Some of the actions associated with addressing learning loss in the 2021-24 LCAP include

- *establishing a Data Dashboard that teachers and site administrators will use to identify trends in student performance as well as identify individual students who are at promise
- *continuing to implement English Learner monitoring
- *implementing the Special Education Plan especially training on inclusive practices and Universal Design for Learning for all general education and special education teachers, and additional support and training for teachers of students who are both English Learners and in Special Education
- *review, analysis, and monitoring of the actions and indicators in the Special Education Plan
- *additional staffing to support early literacy, especially foundational reading skills

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

*District-wide professional development was provided as described in the Distance Learning Program section. This professional development was provided to all certificated staff including substitute teachers. The professional development was designed to address the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. The professional development was offered using a combination of synchronous and asynchronous instruction, as well as live presentations, and was housed in the learning management system for teachers and staff to revisit as needed. The training topics were developed in collaboration with teacher teams with student needs at the forefront and served as the foundation for professional development throughout the year.

Topics included:

- parent and family support with a focus on building relationships and supporting families with technology resources
- engagement and assessment with a focus on engaging instructional strategies
- equity and access with a focus on English learners and students in Special Education
- social and emotional learning with a focus on building relationships and community
- technology tools

*Devices and connectivity have been provided to all students. All students PreK through 12th grade received a chromebook, and families who needed assistance with internet access were able to receive a district-provided wireless hotspot. These chromebooks and hotspots, along with the other curriculum-based materials and supplies provided to students as needed throughout the year, were key components in our efforts to ensure that all students have access to online teaching and learning.

*English Learner Specialists have been staffed at each school site to provide targeted support and monitoring for English Learners. English Learner Specialists serve as case managers for all English Learner students, ensure they are placed in the correct courses, receive appropriately leveled English Language Development instruction, and monitor the academic progress of both English Learners and redesignated fluent English proficient students. Services and supports for English Learners are outlined in the English Learner Master Plan, which is accessible on the district webpage here: <https://www.wjusd.org/Programs/English-Learner-Services/Title-III--EL-Master-Plans/index.html>

*Foster/Homeless Program Manager coordinated services provided for foster youth and students experiencing homelessness, to ensure that these students have access to their distance learning and school-based support services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021-24 LCAP, compared to the 2017-20 LCAP, has an emphasis on supporting the social and emotional well-being of district students. As described in the Stakeholder Engagement section of this document, Social-Emotional Supports was one of the Top 5 Stakeholder Priorities resulting from the stakeholder engagement that the district conducted in the 2019-20 school year. The stresses and difficulties associated with distance learning from March 2020 through April 2021 have only increased the importance of social-emotional supports.

Analysis and reflection of student outcomes in the 2019-20 LCAP and in the 2020-21 Learning Continuing and Attendance Plan have yielded the following conclusions in regards to social and emotional well-being and academic progress:

- *Student and teacher relationships are critical to learning and are difficult to cultivate in a distance learning environment
- *Student engagement and participation declined during distance learning
- *An increase in failing grades at the secondary level will have lasting impacts on student academic progress
- *Students, families, teachers, staff, and administrators experienced high levels of stress related to school closures

The LCAP for 2021-24 explicitly addresses how the district plans to support the social and emotional well-being of its students. Some of the key actions related to social-emotional learning include:

- *implementation of a core social-emotional learning curriculum for all students K-12
- *training and professional development for all teachers, staff, and administrators, on addressing social-emotional learning needs; on the impact of trauma on student learning, behavior and social-emotional development
- *additional funding to support students' mental health and social and emotional well-being
- *implementing a universal screener to identify students in need of support
- *creating an aligned system of tiered supports

The LCAP for 2021-24 clearly outlines how the district plans to support the academic achievement of all students through:

- *focusing on early literacy for all K-3 students
- *additional funding support for early literacy
- *creation and implementation of a data dashboard that identifies students at promise and provides assessment, behavior, and SEL data in one user-friendly tool
- *implementation of primary language assessment
- *additional funds for interventions and tutoring services
- *funding for curriculum and materials

*increasing student voice and choice in their learning

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	18,314,919.00	17,171,847.00
Other	500,000.00	113,000.00
State Allocation	77,915.00	0.00
Supplemental/Concentration	15,110,202.00	14,653,334.00
Title I	2,162,783.00	1,888,284.00
Title II	223,339.00	270,992.00
Title III	240,680.00	246,237.00
	240,680.00	236,487.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	18,314,919.00	17,171,847.00
	17,814,919.00	17,171,847.00
4000-4999: Books And Supplies	500,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	18,314,919.00	17,171,847.00
	Other	0.00	113,000.00
	State Allocation	77,915.00	0.00
	Supplemental/Concentration	15,110,202.00	14,653,334.00
	Title I	2,162,783.00	1,888,284.00
	Title II	223,339.00	270,992.00
	Title III	240,680.00	246,237.00
4000-4999: Books And Supplies	Other	500,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,967,182.00	5,461,700.00
Goal 2	1,392,402.00	1,727,181.00
Goal 3	6,771,833.00	5,974,571.00
Goal 4	3,536,996.00	3,430,140.00
Goal 5	646,506.00	578,255.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$466,702.00
Distance Learning Program	\$5,517,294.00	\$4,971,561.00
Pupil Learning Loss	\$2,688,010.00	\$2,692,585.00
Additional Actions and Plan Requirements	\$340,000.00	\$200,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,545,304.00	\$8,330,848.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		\$466,702.00
Distance Learning Program	\$1,867,294.00	\$1,600,873.00
Pupil Learning Loss	\$1,044,010.00	\$1,075,249.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,911,304.00	\$3,142,824.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$3,650,000.00	\$3,370,688.00
Pupil Learning Loss	\$1,644,000.00	\$1,617,336.00
Additional Actions and Plan Requirements	\$340,000.00	\$200,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,634,000.00	\$5,188,024.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Thomas Pritchard Superintendent	thomas.pritchard@wjusd.org 530-406-3202

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Woodland Joint Unified School District (WJUSD) serves students (9,658) 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 continues to decline, while the population of the City of Woodland is increasing due to new housing developments in the southeast portion of the city.

A breakdown of student enrollment for the 2020-21 school year follows.

African American	125 (1.3%)
American Indian	49 (.5%)
Asian	520 (5.3%)
Filipino	67 (.6%)
Hispanic/Latino	6709 (69%)
Pacific Islander	37 (.4%)
White	1820 (18.8%)
Two or More Races	230 (2.4%)
Not Reported	101 (1%)
Socioeconomically Disadvantaged	5312 (55%)
English Learner	2059 (21%)
Students with Disabilities	1308 (13.5%)
Foster	72 (.7%)
Homeless	88 (.9%)
Migrant	239 (2.4%)
Unduplicated students	5499 (57%)
Total	9,658

Reflections: Successes

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

The Woodland Joint Unified School District reviews the California School Dashboard on a yearly basis, along with a variety of local data sources in order to get a complete picture of student progress. On the California School Dashboard for 2019, there were a number of successes noted, including:

- *an increase of 2.4% in the overall graduation rate, with the majority of student groups in the green performance level
- *an increase of 10.4% in the number of students at the Prepared level on the College/Career Indicator
- *a decline of 0.4% in the overall suspension rate
- *an increase of 5.7 points on English Language Arts (ELA) achievement

WJUSD plans to build on these successes through (1) continuing to increase access to Career Technical Education pathways to support career readiness; (2) continuing to provide Positive Behavior Interventions and Supports (PBIS) training to support decreases in suspensions; and (3) continuing to refine pacing guides and report cards for alignment, especially at the elementary level, to support ELA achievement.

The local data reviewed for the 2020-21 school year has included parent, student, and teacher surveys, along with attendance and engagement data, student performance on district assessments, and student academic progress as measured by grades. School site teams have engaged in a data analysis review cycle in December 2019, and then also engaged in reflection on Phase 3 implementation in April 2021.

In the December 2020 data analysis review, school site teams reported the following areas of success/strength:

- *technology access issues are limited
- *parents are supportive and knowledgeable about the educational program
- *students know where to get support if needed
- *teachers are using a wide variety of strategies for social-emotional learning (SEL)
- *students are collaborating on a weekly basis
- *communication between school/classroom and families
- *amount of instruction is just about right

WJUSD plans to build on these successes through (1) continuing to provide devices and connectivity to support technology access; (2) identifying a scope and sequence for social-emotional learning curriculum to support SEL instruction; and (3) continuing to use ParentSquare for parent/family communication.

On the April 2021 Phase 3 implementation reflection, school site teams reported what is going well:

- *more engagement
- *students seem happier
- *students are completing work
- *positive changes in mood

- *better relationships between staff and students
- *students are complying with safety protocols

WJUSD plans to build on these successes by (1) continuing to make progress towards re-opening for full time in person instruction for the 2021-22 school year; and (2) continuing to provide safety training for all staff.

Reflections: Identified Need

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

On the California School Dashboard for 2019, areas of concern included the following:

- *Chronic Absenteeism rate is 12.5%, and in the orange performance level, with six student groups in the orange (American Indian, African American, foster youth, Hispanic, Socioeconomically Disadvantaged, and White)
- *for the ELA and Math Academic Indicator, foster youth are in the red performance level
- *there is a significant achievement gap between students who are socioeconomically disadvantaged and students who are not socioeconomically disadvantaged on the summative assessments
- *for the Math Academic Indicator, the all student group is in the orange performance level
- *for Suspension Rate, three groups are in the red performance level (American Indian, Two or More Races, and Students with Disabilities) and three groups are in the orange performance level (Filipino, Hispanic, and Homeless)

In the December 2020 data analysis review, school site teams reported the following areas of concern:

- *student participation and engagement
- *mental health concerns
- *increase in D/F rates at the secondary level
- *families have inconsistent knowledge about supports available
- *student connectedness to teacher and peers
- *student attendance for intervention/small group instruction/special education supports

On the April 2021 Phase 3 implementation reflection, school site teams reported what needs improvement:

- *assessing student progress
- *online students not engaged
- *time management
- *online and in person students get different levels of attention

At the district level, steps taken to address these concerns include: (1) implementation of a social-emotional learning curriculum at all schools K-12 coupled with training for teachers and staff; (2) district professional development to support teacher use of instructional platforms; (3)

establishment of a mental health referral system; and (4) hiring of community and family engagement specialists at every site to provide outreach and assistance to families.

LCAP Highlights

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

The 2021-24 Local Control and Accountability Plan has four new goals that are written to reflect the priorities of the district's stakeholders, namely the students, teachers, staff, administrators, and parents, which have been foundational to the development of the goals, in conjunction with several guiding documents. These documents are the California English Learner Roadmap, the WJUSD Graduate Profile, the WJUSD Special Education Plan, and the previous LCAP and Strategic Plan goals.

Some of the highlights of the 2021-24 LCAP include:

- *inclusive of Special Education, with language throughout that addresses the needs of Special Education students
- *language that addresses culturally responsive pedagogy and an assets-oriented approach
- *implementation of the WJUSD Graduate Profile
- *new metrics in key areas: Career Technical Education, social-emotional learning, Ethnic Studies, pathway awards for biliteracy, Special Education Plan indicators, student input collected through surveys and focus groups
- *funding and support for the development of the Woodland Youth Master Plan

Comprehensive Support and Improvement

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

Schools Identified

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

Ramon S. Tafoya Elementary School

Support for Identified Schools

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

As part of the WJUSD planning process, the district team consisting of Educational Services staff conducted a school-level needs assessment with Tafoya 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. The principal engaged in the same needs assessment with the leadership team, school staff, school site council, ELAC, and parent organizations. Interventions were examined based on research based effectiveness, and a research summary for chronic absenteeism was shared (Attendance Works, with documentation on each study), as well as the What Works Clearinghouse, which was used to identify research based strategies for suspension rate and school connectedness. Each stakeholder group reviewed the data, and participated in identifying change ideas for the SPSA, which were then written into the SPSA, and taken to ELAC, SSC, leadership, etc for review prior to approval.

In terms of resource inequities, one area of struggle for the school is to be able to provide sufficient intervention staffing. Additionally, Tafoya has a high minority population (81.9%), a high English Learner population (27.6%), and a high population of socioeconomically disadvantaged students (64.2%). The school also has a newer principal, with the current principal in her second year with the school and the district.

These data suggest that the school has a need for improved school climate, with a need specifically for professional development and coaching to support students who have experienced trauma, to support the staff in meeting the needs of the students, who are high needs. Additional needs include improving playground interactions, which have contributed to a lack of feeling of safety amongst students and families. The district will provide financial support to the school for professional development, school climate improving programs and materials. Educational Services staff have continued to meet with the principal regularly to provide guidance and support for plan development and implementation, and have scheduled bimonthly check in with staff, in which plan implementation is reviewed, current data is analyzed, the plan is adjusted as needed, and stakeholder outreach is planned and discussed.

Monitoring and Evaluating Effectiveness

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

The District Educational Services team has established regular bi-monthly checkpoints at which plan implementation will be monitored and evaluated. Metrics have been identified to gauge progress, including monitoring absenteeism, suspension rate, and survey data on school safety and connectedness. Specific data being monitored includes: chronic absenteeism rate, student engagement with distance learning, CHKS survey results, and suspension rate. Additionally, due to the pandemic, the site is developing a survey for parents and students to assess student wellbeing, connectedness, and safety. These results will be monitored throughout the year to provide input into the adjustment of the CSI plan. Regularly monitoring these metrics will allow the district and the school to evaluative progress towards meeting state expectations in suspension rate and absenteeism, and will allow the team to adjust the plan if efforts are ineffective. The school has identified professional development and job embedded coaching opportunities as primary action for improving student connectedness and climate.

The principal will continue to engage with the school community throughout the year, a minimum of 4 times. Groups engaged will be school site council, the PTA, ELAC and leadership, as well as stakeholder engagement through town halls. All groups are evaluating data, reflecting on impact, and contributing to the plan's improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2019-20 school year, the district engaged its stakeholders in a process which provided the community with an opportunity to identify its priorities for the district's work in moving forward with the 2021-24 LCAP. The engagement process took place between October 2019 and March 2020, and included Town Hall Meetings; School Site Council meetings; the Parent Advisory Committee (LCAP Collaborative), the English Learner Parent Advisory Committee (DELAC) other district committees such as Career Technical Education Advisory Committee, Special Education Parent Advisory Committee, and School Climate Committee; California School Employees Association (CSEA) chapter meeting; Principals and other administrators (Leadership Academy); school site English Learner Advisory Committees, School Site Councils, and Parent Teacher Associations; Woodland Education Association (WEA) through a survey; and the WJUSD Board of Trustees. Other school personnel are included in both the WEA and CSEA groups, and were included in the consultation with their members. There were also student focus groups conducted at each of the three high schools.

During dozens of sessions and meetings, participants were given a presentation that shared the current LCAP goals (from the previous 3 year LCAP) and the major programs and personnel that were funded through those goals. Participants were provided a mat that had 15 categories of district work (listed below) and were tasked with identifying their own priorities from the list. Participants had 7 chips with which they would indicate which of the categories were most important to them. In total, 413 individuals participated in the prioritization activity. Listed below, in order of total priority, are the 15 categories along with the total number of chips cast for each:

- Academic Intervention and Support (398)
- Social-Emotional Support (363)
- English Learner Support (345)
- College and Career Readiness (317)
- Special Education Support (281)
- Health and Safety (258)
- Academic Enrichment (255)
- Facilities (218)
- Professional Learning (217)
- Family and Community Involvement (216)
- Technology (171)
- Textbooks and Materials (160)
- Additional Site Allocation (127)
- Foster/Homeless Support (101)
- Other (68)

Once the community's priorities were established, district staff used those priorities, along with several foundational documents (the previous LCAP and Strategic Plan goals, the California English Learner Roadmap, the WJUSD Graduate Profile, the Special Education Plan), to draft

goals. Over the next nine months, groups were consulted on the drafted goals, including school site administrators (March 3, 2020, and December 3, 2021), the LCAP Collaborative, the DELAC, School Site Council parents (December 10, 2020), Student Focus Groups (December 2020), Student Feedback Sessions (February 2021), the Equity Task Force (January 19, 2021, and March 30, 2021), and the WJUSD Board of Trustees (January 14, 2021). On January 14, 2021, the WJUSD Board of Trustees approved the four goals in the LCAP 2021-24.

During the 2020-21 school year, the LCAP Collaborative met on August 20, October 12, November 30, January 25, February 22, March 29, April 26, and May 24. The DELAC agenda included LCAP review and feedback on the following dates: August 24, December 7, April 12, May 3, and May 17.

SELPA consultation was accomplished through consultation with the Special Education Parent Advisory Committee, as well as through direct support from the SELPA Administrator.

Once the goals were approved, the district consulted with its two parent advisory groups, the LCAP Collaborative and the DELAC, on the metrics. Members were provided an opportunity to suggest and/or edit the metrics that were drafted for the LCAP. These two groups were also provided with an opportunity to review and provide feedback on the Annual Update, as well as on the draft LCAP 2021-24. Questions were solicited and are being published with the superintendent's responses on the district webpage.

A summary of the feedback provided by specific stakeholder groups.

As detailed above, the comprehensive stakeholder engagement process that took place in 2019-20, prior to school closures due to the COVID-19 pandemic, allowed the district to establish the community's priorities, which have had a significant impact on the development of the LCAP. Each of the priorities is reflected in the goals that have been approved by the WJUSD Board of Trustees. In addition to the prioritization that occurred in 2019-20, throughout the 2020-21 school year, each of the following specific stakeholder groups provided feedback on the development of the draft 2021-24 LCAP.

Principals and administrators: Principals and other administrators had the following priorities: (1) Social-Emotional Support; (2) Academic Intervention and Support; (3) English Learner Support; (4) Special Education Support; and (5) Professional Learning. In addition to the priorities established by principals and administrators, this stakeholder group also provided feedback about the goals, specifically adding the phrase "safe, supportive, and inclusive environment" to the Goal 2 language, in order to reflect the district's commitment to student and staff safety.

Local bargaining units - Woodland Education Association (teachers and other school personnel): The Top 5 priorities for teachers and other school personnel on the LCAP survey were the following: (1) Academic Intervention and Support; (2) Social-Emotional Support; (3) Special Education Support; (4) Health and Safety; and (5) Facilities.

Local bargaining units - California School Employees Association (classified staff and other school personnel): The Top 5 priorities for classified staff and other school personnel are: (1) Academic Intervention and Support; (2) Social-Emotional Support; (3) Facilities; (4) Health and Safety; (5) Foster/Homeless Support.

Parents: The Top 5 Priorities for parents are: (1) Academic Intervention and Support; (2) Social-Emotional Support; (3) College and Career Readiness; (4) Academic Enrichment; (5) Special Education Support. By priority, listed below are the major topics given as suggestions for each:

1. Academic Intervention and Support: intervention opportunities - within and after school, supported by additional personnel; need a multi-tiered system of support; small group and individual support for struggling students
2. Social-emotional support: trauma-informed practice; increased access to mental health services; additional resources and personnel to support mental health needs
3. College and Career Readiness: expansion of CTE pathways; support for students with college and financial aid applications; rigorous and challenging curriculum
4. Academic Enrichment: additional opportunities such as MESA, STEM, GATE, clubs; variety of extracurricular activities; more hands-on learning
5. Special Education Support: training for SpEd and general education teachers; inclusion activities; paraprofessional support, staffing, and training

Students: The Top 5 Priorities for students are: (1) College and Career Readiness; (2) Facilities; (3) Textbooks and Materials; (4) Academic Intervention and Support; and (5) English Learner Support. College and Career Readiness was the overwhelming top choice for students in the student focus groups, especially for the students at Cache Creek High School. In the discussion, students provided feedback that they felt unprepared for either college or career, and wanted more direction and guidance about their options for both college and career, wanted coursework that would specifically prepare them for life outside of high school, and wanted specific support related to post-secondary plans.

Overall, in order to synthesize all of the feedback and comments provided by each of the stakeholder groups, the LCAP Collaborative Committee (one of the district's parent advisory groups), took all of the comments provided by all of the stakeholder groups in the Top 5 Priorities and categorized them into the following as feedback on areas of need for development of the LCAP:

1. Academic Intervention and Support

- *GATE student support
- *MTSS
- *Intervention and Intervention Specialist
- *Process and Procedures

2. Social-Emotional Supports

- *Peer supports
- *Safe physical spaces
- *More/more effective counseling support
- *External resources

- *District training
- *Increased support for SpEd

3. English Learner Support

- *Program design
- *SEL and culture/climate
- *Increased tutors and para support
- *Parent support and resources
- *RTI/EL Specialist numbers

4. College and Career Readiness

- *Increasing career program/pathways
- *Increasing access to college
- *Bridge to college/career
- *Curriculum

5. Special Education Support

- *Staff development
- *Student engagement
- *Parent and home support
- *Inclusive practices
- *Staffing

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals in the 2021-24 LCAP were crafted using the Top 5 Stakeholder Priorities, the previous LCAP and Strategic Plan goals, the WJUSD Graduate Profile, the California English Learner Roadmap, and the Special Education Plan indicators.

Goal 1 addresses College and Career Readiness (Top 5), the WJUSD Graduate Profile, the English Learner Roadmap Principles 1 and 2, Special Education Indicators 14a - 14c, the Graduation Rate, and the Dropout Rate, and the previous LCAP goals 2 and 5.

Goal 2 addresses Academic Intervention and Support, Social-Emotional Support, and Special Education Support (Top 5), the English Learner Roadmap Principles 1 and 2, Special Education Indicators for Academic Participation and Achievement, and Suspension, and the previous LCAP goals 1, 3, and 5.

Goal 3 addresses English Learner Support (Top 5), the English Learner Roadmap Principles 1, 2, 3, and 4, Special Education Indicators for Academic Achievement and Graduation Rate, and the previous LCAP goals 4 and 5.

Goal 4 addresses all of the above with a focus on youth engagement.

As a result of feedback from school site administrators, Goal 2 includes a focus on "a safe, supportive, and inclusive environment."

Feedback from students about the goals resulted in the following considerations: for goal 1, the district needed to focus on clearly outlining the goals for the graduate profile, ensure that students are provided with the tools they need to plan out their life after high school, focus on real world skills, and provide students with information and guidance around both college and career. For goal 2, students shared that, of the many aspects of this goal (social-emotional, academic, instruction, and safe environment), supporting students' social-emotional needs is the part of the goal that the district needs to focus on primarily. For goal 3, students prioritized creating an assets-oriented approach and providing opportunities for students to make connections outside of their peer group. For goal 4, students want the district to create more opportunities for all students to get involved, including continuing to seek feedback and input on LCAP and the School Plan.

An outcome of the feedback from all groups is the need to specifically address the aspects of the goals that are new to the district's LCAP. For Goal 1, concepts new to the LCAP are the Graduate Profile and culturally relevant pedagogy. For Goal 2, the concepts are not new but the goal brings together all aspects of teaching and learning into one coherent goal, which will provide the framework for the district's systems of support for students, academically, social and emotionally, and behaviorally. For Goal 3, a new concept is in the phrase "Accelerate the academic achievement...", and the district will need to define and monitor what accelerating academic achievement looks like. Also for Goal 3, the concept of an assets-oriented approach is new for the LCAP, and training will need to be provided in order to ensure common understanding. In terms of Goal 4, the district has not yet had a similar goal, so all of the metrics and actions will be new in support of this goal.

Goals and Actions

Goal

Goal #	Description
1	Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

An explanation of why the LEA has developed this goal.

This goal has been developed to highlight the district's Graduate Profile, which was developed to define the competencies expected of high school graduates. The profile was created collaboratively by a team of stakeholders and ultimately approved by the WJUSD Board of Trustees. The Graduate Profile states...WJUSD will graduate students who are...

*Academically Literate: students possess a base of knowledge requisite for college and career readiness through a rigorous offering of ethnically sensitive, standards-based classes and courses.

*Critical Thinkers and Problem Solvers: Students reason to understand complex issues with the ability to form questions and construct solutions.

*Creative: Students explore multiple possibilities and use originality of thought to produce or express themselves through different modalities and discussion.

*Communicators: Students seek to understand and be understood through clear, concise writing, and collaborative, respectful, open minded articulation and discussion.

*Civic-minded and Culturally Aware: Students develop and demonstrate an awareness of their responsibility to contribute to a diverse society. They recognize and respect the differences of people from other ethnic and cultural backgrounds by celebrating diversity and individuality, including students of varying social, emotional, and physical abilities.

*Responsible and Productive: Students demonstrate a strong work ethic; complete tasks on time; utilize resources to get assistance when needed; prioritize attendance; and contribute effectively to society.

Goal 1 focuses on the implementation of and professional development for the Graduate Profile.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number and percent of students that complete a CTE pathway	In 2020-21, the number of students projected to complete				Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	a CTE pathway is 179.				
Number and percent of students earning industry recognized certifications	In 2019-20 281 students or 35% of students enrolled in CTE earned an industry certification				Increase by 10% and ensure proportionality.
Number and percent of students participating in work based learning	In 2019-20 169 students or 21% of program participants were in work based learning				Increase by 10% and ensure proportionality.
Percentage of students completing UC/CSU a-g course requirements (high school only)	In 2019-20, 39.2% of graduates met the UC/CSU a-g requirements district-wide. At PHS, 45.3% of graduates met UC/CSU and at WHS, 41.9% of graduates met UC/CSU requirements.				Increase by 10% and ensure proportionality.
Number of Ethnic Studies courses offered at each high school that meet the Ethnic Studies graduation requirement.	In 2020-21, there are six courses currently offered at WHS and PHS that meet the ES graduation requirement.				PHS and WHS offers ten courses that meet the ES requirement. CCHS offers three courses that meet the ES requirement.
Number of students who participate in Visual and Performing Arts	In 2020-21, there are 195 students participating in elementary music,				Increase by 25% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with 168 in band and 27 in strings.				
Number of students in AP courses taking an AP test and who receive a passing score (3+).	In 2019-20, there was a total of 1162 AP enrollments, with 569 AP tests taken (49% of AP enrollments), and 329 tests (28% of tests taken) receiving a passing score.				Increase by 10% and ensure proportionality.
Percentage of students demonstrating college preparedness as measured by the Early Assessment Program (EAP).	In Spring 2019, by school, the percentage of students demonstrating college preparedness: Pioneer: 29% college ready, 34% conditionally ready, 37% not yet ready Woodland: 25% college ready, 30% conditionally ready, 44% not yet ready				Increase by 10% and ensure proportionality.
Cohort graduation rate at each high school.	District Graduation Rate is 91.7% Cache Creek is 85.9 %				Increase by 2% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pioneer High School is 94.7% Woodland High School is 92.5%				
Number of middle school and high school dropouts.	In 2019-20, the number of dropouts by school is as follows: DMS = 0 LMS = 1 WHS = 9 CCHS = 17 PHS = 6				Decrease the number of dropouts to 0.
Number of Pathway awards for Biliteracy (Dual Immersion schools only)	In 2020-21, there were no Pathway awards for Biliteracy given.				Pathway awards are given to 20% of elementary 6th graders in Dual Immersion programs, and to 40% of 8th graders in Dual Immersion classes
Number of State Seals of Biliteracy awarded to students (high school only)	In 2020-21 there were 150 Seals of Biliteracy awarded.				Increase by 20%
Number of students who are “Prepared” on the College/Career Indicator (high school only)	For the 2019-20 school year, the percentage of students “Prepared” on the CCI are:				Increase by 10% for all students and all groups and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	District-wide = 44.5% Asian students = 35.1% Hispanic students = 42.3% White students = 51.3% Two or More Races = 42.9% English Learners = 12.5% Socioeconomically Disadvantaged = 41% Students with Disabilities = 14.1% Homeless students = 44%				
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes.	In 2019-20, the number of students receiving college credit was as follows: WHS = 237 PHS = 278 CCHS = 6				Increase by 10% and ensure proportionality.
State target for students with IEPs who, within one year of leaving high school, (a) are enrolled in higher education and (b) are enrolled in higher education or	The district's rate for (a) students enrolled in higher education is 24.49%. The district's rate for (b) students enrolled in higher education or competitively				Meet or exceed the state target.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
competitively employed.	employed is 65.31%. The state target for (a) is 54.3% and for (b) is 74.4%.				
Number of students completing both a CTE pathway and the a-g requirements.	In 2019-20, there were 48 out of 638 seniors, or 7.5%, that completed both a CTE pathway and the a-g requirements.				15% of seniors complete both a CTE pathway and the a-g requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graduate Profile Implementation	<p>*Create a strategic plan for preK- 12 implementation of the Graduate profile including curriculum review and adoption, standards alignment and a strategic rollout of professional development to build (a) teacher capacity to create classroom environments and use instructional methodologies that intentionally cater to student practice and advancement of the Graduate Profile outcomes, and (b) leader capacity to manage the change process, create an enabling school culture, and support shifts in teacher practice.</p> <p>*Build a system of local performance assessments aligned to the benchmarked outcomes (skills and competencies) of the Graduate Profile for students to routinely demonstrate their progress on Graduated Profile outcomes.</p> <p>*Build a learning culture that values revision, reflection, student voice, choice and agency by hosting or participating in school and community- level events that highlight and celebrate these values</p>	\$18,360.00	No

Action #	Title	Description	Total Funds	Contributing
2	Course of Study	<p>Implement rigorous and differentiated learning models to respond to the needs of diverse learners in PreK - Adult Education and promote opportunities for reteaching, acceleration, and access to a broad course of study including (integrated CTE, integrated VAPA, MESA, online learning, Dual/concurrent enrollment, Dual immersion program expansion, ethnic studies, mariachi, and certificate of completion)</p> <p>*With the assistance of counselors, community experts, teachers and administrators offer wrap-around services to address both the academic and socio-emotional needs of different EL/DLL typologies and students with disabilities.</p> <p>*Transparent grading systems that provide regular updated information regarding student achievement</p> <p>*Conduct a transcript analysis and audit to determine barriers to student access to a broad course of study</p> <p>*Provide professional development on anti-bias and culturally responsive pedagogy</p> <p>*Remove barriers, and improve equity of access to EL and SPED participation in broad course of study including Advanced placement, CTE, VAPA, Leadership & provide supports to make participation accessible</p> <p>*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 and intern/externships</p> <p>*Increase opportunities for non-traditional coursework, delivered in a variety of formats to address student learning needs</p> <p>*Increase access to project-based learning in preK-12 coursework</p>	\$6,964,957.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.</p>		
3	Family Support and Communication	<p>Provide opportunities for meaningful participation for historically underserved communities of color, including support for parent groups such as the African American Parent Advocacy Council and the American Indian Parent Advisory Committee.</p> <p>*Ensure communication is culturally responsive to provide equity and access.</p> <p>*Promote positive achievements, highlight successes, and opportunities for students to get involved.</p> <p>*Continue to develop and refine internal and external communication systems to support pre-K through Adult Education parents and families.</p> <p>*support community engagement efforts through additional staffing.</p> <p>*Establish policies and procedures around use of district communication systems and promote use of district software tools such as ParentSquare for parent communications.</p> <p>*Ensure that all district and school site outreach materials, phone calls, and email/text messages are provided in both English and Spanish. Messages are distributed widely and in multiple formats.</p> <p>*Ensure that the information on the district website and on social media is accurate, timely, and easily accessible.</p>	\$418,975.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

An explanation of why the LEA has developed this goal.

This goal has been developed to address the Top 5 Stakeholder Priorities of (1) Academic Intervention and Support, (2) Social-Emotional Support, (3) English Learner Support, and (5) Special Education Support. There are aspects of each of these priorities that are addressed within the metrics and the actions of this goal. This goal is reflective of the academic, social-emotional and behavioral needs that have been identified through data analysis of multiple sources, including:

- *California School Dashboard 2019, including statewide summative test scores, chronic absenteeism, and discipline data
- *Special Education Indicators for the Special Education Plan
- *Other assessment data including Advanced Placement, ACT, and SAT
- *Local data including secondary grades and course failure rates, reclassification rates, access to advanced courses
- *Survey and focus group data

This goal moves the district towards an integrated and tiered support system, aligned within a Universal Design for Learning (UDL) framework. UDL guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. It works to minimize barriers and maximize learning for all students. (source: CAST)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of appropriately credentialed and assigned teachers.	99% of teachers are appropriately credentialed and assigned.				100% of teachers are appropriately credentialed and assigned.
Percent of students who have access to	100% of students have access to instructional materials.				100% of students have access to instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instructional materials and supplies.					
Number of school facilities maintained and in good repair	For the 2020-21 school year, the Facilities Inspection Tool reports show: Exemplary = 0 schools Good = 8 schools Fair = 9 schools Poor = 0 schools				All schools have a rating of Good on the Facilities Inspection Tool reports.
Number of programs and services that are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.	The district provides certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists for English learners, Foster Youth and Homeless Liaison to support foster and homeless students, summer school programs to support low income students, and Migrant Education Services to support migrant education students.				All unduplicated students, including low income, English learner, foster youth, homeless youth, and migrant students, have access to targeted supports.
Number and percent of students that have equitable access to core, advanced	Less than 100% of students have equitable access to core, advanced				100% of students have equitable access to core, advanced programs, and least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>programs, and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.</p>	<p>programs, and least restrictive environment.</p> <p>In reviewing the data on certain courses, the district has found that white students and non-socioeconomically disadvantaged students tend to be enrolled in honors/advanced courses more often than other students.</p> <p>Enrollment percentages for certain courses that are disproportionate:</p> <p>English 9 - 74% Hispanic or Latino/ 19% White/ 60% low income</p> <p>English 9 Advanced - 48% Hispanic or Latino/ 37% White/ 37% low income</p> <p>Chemistry - 67% Hispanic or Latino/ 21% White/ 57% low income</p>				<p>restrictive environment, and enrollment in core and advanced programs is proportionate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Honors Chemistry - 46% Hispanic or Latino/ 34% White/ 32% low income</p>				
<p>Performance level on the ELA and Math Academic Indicator</p>	<p>The ELA and Math Academic Indicators on the Fall 2019 Dashboard show a performance level of Yellow for ELA (Low/Increased) and a performance level of Orange for Math (Low/Maintained). For ELA, the district's students average 22.2 points below standard, and for math, the district's students average 57.1 points below standard.</p> <p>For ELA, the performance levels by student group: Red: Foster Youth Orange: Homeless students, Two or More Races, and Students with Disabilities Yellow: African American, Asian, English Learners, Hispanic, and</p>				<p>Performance level of Green for ELA and Math, with no student groups in the Red or Orange.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged students Green: White students Blue: none</p> <p>For Math, the performance levels by student group: Red: Foster Youth Orange: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities Yellow: African American and Homeless students Green: White students Blue: none</p> <p>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.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Performance level on the English Learner Progress Indicator</p>	<p>The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level.</p> <p>For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3% ELs who maintained level 4: 3.5%</p>				<p>Performance level of Medium.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELs who maintained levels 1 - 3H: 33.8%</p> <p>ELs who decreased at least one level: 21.2%</p>				
<p>Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for ELA was 43.03%, which was an increase of 2.88%. On the Dashboard, the performance level is Yellow. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 51.1%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 6.68%</p>				<p>Increase by 10% for all students and all student groups and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American students 30.67% Homeless youth 25.38% Foster youth R-FEP(reclassified) students 53.55% Migrant students 30.7% Students with disabilities 9.9%</p> <p>*due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>				
<p>Percent of students in both the Meets and Exceeds Standards level on SBAC Math.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for Math was 27.89%, which was a decrease of .64%. On the Dashboard, the performance level is Orange. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds</p>				<p>Increase by 10% for all students and all student groups and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standards level for Math was 39.73%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p> <p>English Learners 3.85%</p> <p>African American students 13.3%</p> <p>Homeless youth 17.39%</p> <p>Foster youth R-FEP(reclassified) students 31.1%</p> <p>Migrant students 22.6%</p> <p>Students with disabilities 6.88%</p> <p>*due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>				
Performance level on district common assessments in English Language Arts and Math	This data will be reported when it is available in mid-June 2021.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number and percent of students who are chronically absent	<p>The rate of chronic absenteeism reported in the 2019 Dashboard (most recent data) is 12.5%. For chronic absenteeism, students in grades K-8 are included, and the total students are 6,918. Rates for each student group are as follows:</p> <p>African American - 21.9% (96 students total)</p> <p>Homeless - 27.1% (46 students total)</p> <p>Foster Youth - 22.3% (25 students total)</p> <p>Students with Disabilities - 18% (187 students total)</p> <p>Two or More Races - 11.3% (177 students total)</p> <p>Socioeconomically Disadvantaged - 15.1% (685 students total)</p> <p>American Indian - 17.5% (40 students total)</p> <p>White - 12.8% (182 students total)</p>				The percent of students chronically absent is less than 10% for all students and all student groups. For student groups below 10%, decrease by 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic - 12.7% (605 students total) English Learners - 11.1% (224 students total) Asian - 7.8% (28 students total) Filipino - 2.5% (40 students total)				
Attendance rate for all schools.	For the month ending 2/26/21, the percentage of attendance for each school is as follows: Beamer 95.76%, Dingle 92.84%, Freeman 93.95%, Gibson 93.16%, Maxwell 92.08%, Plainfield 96.17%, Spring Lake 96.77%, Tafoya 95.4%, Whitehead 89.1%, Prairie 92.57%, Zamora 95.03%, Douglass 97.2%, Lee 96.04%, Pioneer 98.37%, Woodland 94.13%, Cache Creek 96.03%				95% attendance rate for all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who perceive the school as safe or very safe (sense of safety)	On the California Healthy Kids Survey given in April 2021, the following are the percent of students by grade level who perceive the school as safe or very safe: 5th grade - 87% 7th grade - 78% 9th grade - 71% 11th grade - 61% CCHS and CDS - 71%				90% of students perceive the school as safe or very safe
Percent of students reporting Agree or Strongly Agree for School Connectedness (high level of student connectedness)	On the California Healthy Kids Survey given in April 2021, the following are the percent of students by grade level who report a high level of school connectedness: 5th grade - 77% 7th grade - 66% 9th grade - 62% 11th grade - 58% CCHS and CDS - 66%				90% of students report a high level of student connectedness
Number of expulsions.	In 2019-20, there were 0 expulsions. *As a result of the statewide physical				0 expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.</p>				
<p>Suspension rate, reported by student group.</p>	<p>In 2019-20, the suspension rate district-wide was 4.2%. By student group, the suspension rate is as follows: African American 9.9%, American Indian 6.7%, Asian 1.3%, Filipino 1.5%, Hispanic 4.4%, Pacific Islander 5.6%, White 4.1%, Two or More Races 3.9%, English Learners 3.4%, Foster Youth 6.9%, Homeless Youth</p>				<p>Decrease the suspension rate by 2%. For groups below 2%, decrease by .5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7.3%, Migrant Education 4.6%, Socioeconomically Disadvantaged 4.8%, Students with Disabilities 6.8%</p> <p>*As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.</p>				
<p>Parent/family participation in programs for students with special needs.</p>	<p>The Special Education Parent Advisory Committee meets monthly, with an average of 5 parents in attendance.</p>				<p>Increase by 10% the number of parents who attend the SEPAC meetings.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of schools implementing three lessons focused on Social-Emotional Learning per month.	All schools have time for Social-Emotional Learning on the daily/weekly schedule.				All schools provide three lessons focused on SEL per month.
Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor.	In February 2021, counselors at seven elementary schools (Beamer, Dingle, Gibson, Maxwell, Plainfield, Tafoya, Whitehead) offered small group counseling on topics such as self-regulation, family challenges, and social skills/friendship.				Counselors at all schools offer small group counseling supporting students' SEL needs.
Percent of parents who Agree or Strongly Agree that a. the school promotes academic success for all students, b. the school provides opportunities for meaningful student participation, and c. the school allows input and welcomes parents' contributions.	On the California School Parent Survey given in April 2021, the following are the percent of parents who agree or strongly agree that... a. the school promotes academic success for all students *All - 37% *Elementary school parents - 47% *Middle school parents - 27%				50% of parents agree or strongly agree that... a. the school promotes academic success for all students b. the school provides opportunities for meaningful student participation c. the school allows input and welcomes parents' contributions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*High school parents - 18%</p> <p>*CCHS/CDS parents - 70%</p> <p>b. the school provides opportunities for meaningful student participation</p> <p>*All parents - 32%</p> <p>*Elementary school parents - 40%</p> <p>*Middle school parents - 21%</p> <p>*High school parents - 17%</p> <p>*CCHS/CDS parents - 50%</p> <p>c. the school allows input and welcomes parents' contributions</p> <p>*All parents - 26%</p> <p>*Elementary school parents - 33%</p> <p>*Middle school parents - 27%</p> <p>*High school parents - 10%</p> <p>*CCHS/CDS parents - 30%</p>				
Percent of classrooms that are using state adopted academic content and	Less than 100% of classrooms are using state adopted academic content and				100% of classrooms are using state adopted academic content and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance standards for all subject areas	performance standards for all subject areas				performance standards for all subject areas
Number of opportunities for parent learning provided by Community and Family Engagement and developed to address the needs of unduplicated students.	In 2020-21, Community and Family Engagement staff hosted the following workshops: *ParentSquare *Canvas *Using Technology for Distance Learning *Series of six classes for newcomers (Project Inspire) *Thirteen classes focusing on parent support in distance learning (Project Inspire) *Thirteen classes focusing on developing parents as advocates for their child's education (Project Inspire)				Offer 10 workshops throughout the year in English and Spanish for families that support the following: parent knowledge around student achievement, parent advocacy, student access to college and career/graduate profile, and technology use.
Number and percent of parents and guardians that are registered for ParentSquare and the Aeries Parent Portal.	In March 2021, the following are the percent of families with Aeries Parent Portal accounts/percentage of contactable families in				100% of families have an Aeries Parent Portal account and 100% of families are contactable in ParentSquare

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ParentSquare/number of families with Parentsquare registered accounts: Beamer 96%/98%/416 Dingle 93%/91%/236 Freeman 71%/98%/270 Gibson 98%/97%/395 Maxwell 91%/91%/285 Plainfield 95%/99%/253 Prairie 66%/95%/523 Spring Lake 100%/100%/270 Tafoya 92%/96%/700 Whitehead 77%/90%/233 Zamora 99%/98%/289 K-8 42%/94%/26 Douglass 99%/98%/739 Lee 99%/97%/510 Woodland High 96%/96%/769 Pioneer High 96%/97%/1,174 Cache Creek High 95%/95%/117				
State target for the average amount of time students receive their special education	The district's rate is 4.25%. (the state target is <3.8%)				Meet or exceed the state target.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or related services in settings apart from their peers in general education settings.					
95% Participation rate for CAASPP ELA and Math, for all student groups.	<p>In 2019, the participation rate for all groups is as follows:</p> <p>ELA Participation All students = 98% EL = 99% Foster = 95% Homeless = 98% SED = 98% SWD = 95% Af American = 95% Am Indian = 97% Asian = 99% Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 98% Two/More Races = 99%</p> <p>Math Participation All students = 98% EL = 99% Foster = 93% Homeless = 99% SED = 98% SWD = 94% Af American = 95% Am Indian = 94% Asian = 100%</p>				95% participation rate for all students and all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 98% Two/More Races = 99%				
State target for the percent of students with IEPs receiving services in the regular early childhood program	The district's rate is 32.63%. (the state target is 35.9%)				Meet or exceed the state target.
State target for the percent of preschool students with IEPs attending a separate class, school, or facility	The district's rate is 52.54%. (the state target is <31.4%)				Meet or exceed the state target.
Number of targeted professional learning opportunities offered to certificated staff to support student learning goals.	In 2020-21, the district was able to provide 5 days of professional development paid at the per diem rate to all certificated staff. These workshops were developed collaboratively with district teachers and staff. The topics covered were: *Canvas (2 modules) *Engagement and Assessment				100% of certificated staff participate in professional learning opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*Equity and Access *Health and Safety *Parent and Family Supports *Social and Emotional Learning *Technology Tools</p> <p>During the school year, the district offered the following voluntary/paid professional learning opportunities. Included are the number of staff attending: iReady (38) ParentSquare (97) Ethnic Studies (35) Differentiation (25) Building Emotional Engagement (90) Student Collaboration and Group Work (118) Wonders K-3 (33) Nearpod (74)</p> <p>The Special Education department offered 22 different trainings/workshops on topics such as Assessment Protocol Training and Setting</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the Stage in a Virtual Setting.</p> <p>The district also provided PD on Wednesday afternoons that were attended by all certificated staff, on topics such as Social-Emotional Learning and Health and Safety. On two of the Wednesdays, district teachers were provided with a menu of training options created by staff and the distance learning lead teachers, on topics such as Canvas, Nearpod, ParentSquare, and Seesaw.</p> <p>Certificated substitutes were given access to the professional development modules provided to all staff in August.</p>				
Number of targeted professional learning	Classified staff in non-instructional positions				100% of classified staff participate in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>opportunities offered to classified staff to support student learning goals.</p>	<p>received ongoing training in 2020-21 specifically to address health and safety protocols and procedures during the COVID-19 pandemic.</p> <p>Paraprofessionals were provided with a "Welcome Back to School" workshop, which 22 paras attended. Throughout the school year, classified staff have been included in workshops offered, including special events such as webinars with Dr. Victor Rios.</p> <p>Classified staff participated in some of the August PD modules specific to their job classification. All classified staff members attended the Opening Keynote and the Health and Safety training.</p>				<p>professional learning opportunities.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Program, Materials, and Facilities	<p>Implement base instructional program for PreK - Adult Education to include:</p> <ul style="list-style-type: none"> *appropriately credentialed and assigned teachers *employment and retention of diverse staff that reflects the demographics of the community *sufficient adopted material for all courses, including replacement and supplemental curriculum for Special Education students; social and emotional learning curriculum, and primary language curriculum for Spanish speaking newcomers *safe, clean, and orderly facilities *technology to access instruction 	\$3,221,824.00	No
2	Professional Development	<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"> *providing professional development and follow up for teachers and staff on Universal Design for Learning, the graduate profile, and ensuring equity and access for English Learners, students in Special Education, and historically underserved students of color *implementing a district-wide instructional focus, with a special emphasis on early literacy in kindergarten through third grade *PLCs, lesson study, 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 	\$4,534,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*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</p> <p>*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> <p>*provide professional learning opportunities for classified staff who work in instructional settings to support student learning</p>		
3	Data Analysis and Review	<p>Establish a district-wide system of data analysis and review to ensure that student academic and social-emotional needs are addressed in a supportive manner that promotes the success of each student.</p> <p>*Create a Data Dashboard that provides real time access to academic, behavioral, and social and emotional wellbeing data for school site teachers and leaders.</p> <p>*Create a calendar for data review to guide the ongoing and regular analysis of student learning with formative data through PLCs, alignment of assessments with district-established assessment criteria, college and career readiness indicators, and ELA/ELD readiness.</p> <p>*Principals will hold regular meetings to review data with site staff, engage in the district-adopted data analysis protocol, and plan next steps for instruction.</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>	\$3,427,919.00	No

Action #	Title	Description	Total Funds	Contributing
4	Student Academic and Social Emotional Needs	<p>Increase positive school culture and climate as measured through family, student, and staff surveys, establish tiered structures to identify and support student needs, and provide systems of support through restorative practices and trauma awareness.</p> <p>*Create site-based and regional teams including Multi Tiered Systems of Support (MTSS) teams that are representative of student populations including special education staff, English Learner staff, and general education.</p> <p>*Identify and allocate academic, social/emotional supports and interventions for students based on data dashboard and inclusive of special education, English Learners, and historically marginalized students of color.</p> <p>*Provide professional learning on the impact of trauma on student learning, behavior, and social-emotional development.</p> <p>*Identify and provide 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</p> <p>*District-wide implementation of Tier 1 social-emotional supports by all staff inclusive of teacher, counselors, instructional classified staff, and administrators</p>	\$4,278,440.00	No
5	Attendance and Engagement	<p>Continue to implement best practices to ensure increased student attendance and decrease the number of chronically absent students. Provide training for staff to include ways to engage students in positive and strength-based approaches.</p>	\$69,332.00	No

Action #	Title	Description	Total Funds	Contributing
6	Early Literacy	<p>Support the development of literacy for all students, inclusive of English Learners, students in Special Education, and historically marginalized students of color through the following:</p> <ul style="list-style-type: none"> *Provide a balanced literacy program which supports foundational reading skills, speaking and listening, writing, and reading comprehension *Establish common writing instruction and assessment practices *Provide staffing support *Continue to develop and implement focus standards *Review textbook adoptions for alignment to standards *Implement primary language assessment 	\$183,050.00	No
7	Foster/Homeless Student Support	Provide support to foster youth and homeless students through staffing. Provide materials and supplies to support access to the educational program. Continue to provide referrals to and work with community agencies for additional supports.	\$225,065.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach, and standards-based instruction.

An explanation of why the LEA has developed this goal.

Goal 3 has been developed to outline the district's services, programs, and staff that support the achievement of English Learners. Special attention has been paid to the California English Learner Roadmap, which identifies the ways in which teachers, staff, and administrators support teaching and learning, as well as the systems that create the conditions for success. This goal has been written with language designed to be intentional in specific ways: accelerating academic achievement, standards-based instruction, and focusing on using an assets-oriented approach. Actions in Goal 1 focus on supporting the implementation of standards-based instruction including designated and integrated English Language Development, which are essential to the academic achievement of English learners, as well as professional development which addresses cultural proficiency and the language and social-emotional assets and needs of different English learner profiles.

The EL Roadmap is composed of four principles:

1. **Assets-Oriented and Needs-Responsive Schools:** Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners.
2. **Intellectual Quality of Instruction and Meaningful Access:** English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
3. **System Conditions that Support Effectiveness:** Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
4. **Alignment and Articulation Within and Across Systems:** English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language, literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

(source: California Department of Education)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate for English Learners	In 2020-21, there were 69 students reclassified, or 3%.				Increase by 2%
Performance level on the English Learner Progress Indicator	<p>The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level.</p> <p>For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.</p> <p>The levels of Student English Language</p>				Performance Level of Medium

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3%</p> <p>ELs who maintained level 4: 3.5%</p> <p>ELs who maintained levels 1 - 3H: 33.8%</p> <p>ELs who decreased at least one level: 21.2%</p>				
Number of long term English Learners (middle and high school only)	<p>For 2019-20, the number and percent of long term English Learners is as follows:</p> <p>Douglass Middle = 48 (11%)</p> <p>Lee Middle = 45 (13.8%)</p> <p>Woodland High = 69 (9.9%)</p> <p>Pioneer High = 82 (10.4%)</p> <p>Cache Creek = 17 (29.8%)</p>				Decrease the number of LTEL by 3%
District rating of EL Roadmap Principles 1-4 on the self-assessment	<p>Principle 1 = 2/4</p> <p>Principle 2 = 2/4</p> <p>Principle 3 = 2/4</p> <p>Principle 4 = 2/4</p>				Improve the rating on all four principles to a 3/4.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-based Instruction	<p>Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...</p> <p>*District wide training focused on CA integrated and designated ELD standards via the EL Rise grant for 2021-22 and 2022-23.</p> <p>*Community of practice meetings through EL Rise to increase number of teachers implementing ELD standards based instruction</p> <p>*Build capacity of coaches and EL specialists to support improvement of practice</p> <p>*Implement professional development on implications of language and learning disabilities for EL students. Year 1 professional development will include EL specialists and Special Education staff. Year 2 and 3 will include general education teachers.</p> <p>*Monitoring and Implementation of ELD standards in the classroom through development of ELD walkthrough tool, and implementing of regularly scheduled district wide walk throughs. Follow up will include using this data in the continuous improvement cycle to identify key instructional practices to meet the needs of EL's at different proficiency levels/ EL profiles.</p>	\$25,100.00	Yes
2	English Learner Profiles	<p>Staff will be provided with training to support the differentiated language and academic needs of the various English Learner profiles, including newcomers, long term English learners, and students who are proficient in both L1 and L2.</p> <p>*Professional development (PD) and coaching: EL specialist to model and collaborate with staff to implement research based instructional</p>	\$174,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>strategies for integrated ELD instruction in content areas, as well as provide PD.</p> <p>*Staff will identify students by language proficiency. EL specialist to collaborate and provide PD focused on meeting student needs by proficiency level/EL profile during content instruction. Differentiation and intervention supports to be provided by proficiency levels/EL profiles.</p> <p>*Program placement and services are informed by formative and summative academic and language development results, including primary language assessments when appropriate.</p>		
3	Systems of Support	<p>Provide targeted support for English Learners through:</p> <p>*EL Specialists, EL Teachers on Special Assignment, and clerical support</p> <p>*Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress, recommend appropriate placement, interventions, and provide support for targeted ELD instruction</p> <p>*Hiring practices that ensure qualified, bilingual staff</p> <p>*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>*Additional staffing sections of ELD at secondary level to reduce class size and allow for differentiation and acceleration, and meet the needs of LTEL's</p>	\$1,967,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Summer program prioritization for EL students to continue acceleration and differentiation.</p> <p>*Preschool program- explicit and dual immersion and PD, implementation of grants including SEAL and First 5.</p> <p>*Tutors and/or paraprofessionals to provide supplemental support for newcomers at secondary schools.</p> <p>Site provided funds to implement improvement strategies.</p>		
4	Family Engagement	<p>Ensure that parents have access to communications in their primary language and are able to participate in all aspects of their child(ren)'s education.</p> <p>*Provide professional development for teachers, staff, and administrators on family engagement, welcoming environments, and cultural sensitivity.</p> <p>*Provide opportunities for parental involvement beyond District English Learner Advisory Committee (DELAC) for input on LCAP development and other district and school-wide decision-making.</p> <p>*Build capacity for parent leadership development, especially targeting the English learner parent population.</p>	\$465,487.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

An explanation of why the LEA has developed this goal.

Goal 4 has been developed to ensure that the district develops systems and processes that honor student voice and choice, and provide multiple opportunities for youth success. Starting in 2018, with the development of the Performance Indicator Review (PIR) plan for Special Education, the Educational Services department has focused on increasing the use of student focus groups, youth surveys, and feedback sessions, in order to solicit student input and feedback for plan development and to inform decision-making. This work has continued to grow over the last several years, and this year, all school sites have embedded the use of surveys and focus groups in their School Plan development process.

The district will use the youth development practices from the Youth Development Network to inform and support the implementation of Goal 4. These practices include:

*Safety: Youth feel physically and emotionally safe, free from harm and judgment and they feel confident that they will be accepted for they are.

*Relationship Building: Youth develop positive relationships with their peers. Youth develop relationships with a caring, consistent adult.

*Youth Participation: Youth are involved in a meaningful way/roles of responsibility, and have opportunities for leadership and decision-making that impact school and district programs.

*Community Involvement: Opportunities for youth to get to know and impact their community (and vice versa), and have a chance to give back.

*Skill Building: Relevant, challenging and interesting skill building where youth can experience growth and progress.

(source: Youth Development Network)

The actions in this goal will focus on the development of community partnerships that support student engagement, on professional development for teachers, staff, and administrators, and on the development and implementation of the Woodland Youth Master Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of partnerships with the community and other programs that provide students with opportunities to get engaged and support the social, emotional, behavioral, and academic success of all students.	For the 2020-21 school year, the district has established partnerships with Woodland Community College, City of Woodland, United Way, the Woodland Schools Foundation, the Yolo County Health and Human Services Agency, and Yolo Farm to Fork.				Ten total partnerships are established.
Number of schools hosting and students participating in Student Advisory Councils	In 2020-21, two schools, Douglass Middle and Pioneer High School, have students participating in Student Advisory Councils.				All schools have students participating in Student Advisory Councils.
Number of extracurricular and cocurricular programs offered	The district currently offers the following extracurricular activities: art instruction for elementary and middle school GATE students and band instruction and performance for elementary, middle, and high school students. The district currently offers the				Every elementary school offers at least one extracurricular activity and at least two cocurricular activities. Every secondary school offers at least two extracurricular activities and at least five cocurricular activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	following cocurricular activities: sports, student government (high school), leadership (middle school), and school clubs.				
Percent of students reporting "Pretty much true" or "Very much true" to meaningful participation on the California Healthy Kids Survey (high level of meaningful participation)	On the California Healthy Kids Survey given in April 2021, the percent of students reporting a high level of meaningful participation: 5th grade - 41% 7th grade - 29% 9th grade - 20% 11th grade - 22% CCHS/CDS - 13%				50% of students report a high level of meaningful participation
Number and percent of students providing input to the SPSA through surveys	In 2020-21, there were 3,303 students who provided input through surveys (35%).				50% of students provide input through surveys.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	548 students overall (percentages are of total student group), 5.8% SPED: 67 (5.2%); EL 115 (5.8%); Foster youth: 1(1.2%);				10% of all students and all student groups provide input through focus groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low Performing academically 43; newcomers: 10; athletes: 20; RFEP: 24 (10%); leadership: 12; Asian: 14 (2.7%); African American: 6 (4.8%); White: 60 (3.3%); Migrant: 1; GATE:2; Hispanic: 143 (1.5%) ; English Only 6 (1.2%). Males: 272; Females: 272; non-binary: 4; high achieving: 5; Puente: 2; Spanish speaking: 45; Punjabi Speaking 4; Urdu speaking 4;</p>				
Number of students earning the State Seal of Civic Engagement	<p>This recognition is still in development. In 2020-21, there are 0 students receiving the State Seal of Civic Engagement.</p>				25 students receive the State Seal of Civic Engagement.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Partnerships	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, CTE pathways, internships and certification opportunities *Develop systems to monitor student participation to ensure proportionality	\$25,216.00	No
2	Professional Development	Provide professional development to support youth development, including building staff capacity to... *conduct student focus groups and feedback sessions and act on feedback provided by youth *understand and put into practice the youth development framework *create opportunities for embedding student voice and choice in the instructional program *understand and address the unique needs of historically underserved students of color	\$121,399.00	No
3	Development of Youth Master Plan	Provide funding and staff support for the development of the Woodland Youth Master Plan.	\$320,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.02%	11,691,022

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following action is provided on an LEA-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations: District-Wide Professional Development.

*After assessing the needs, conditions, and circumstances of our low-income students, we have determined that there is a significant achievement gap between those students and students who are not low income. On the statewide summative assessments given in 2019, low income students are 39% Meeting Standard in English Language Arts and 27% Meeting Standard in Math, which is 30 percentage points lower than students who are not socioeconomically disadvantaged, who are 69% Meeting Standard in ELA and 58% Meeting Standard in Math. The improvement effort that we have identified to address this academic gap is to provide district-wide professional development for all certificated staff and classified staff in instructional settings which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. The training topics have been developed with student needs at the forefront and will serve as a foundation for professional development throughout the year.

Topics include:

- Universal Design for Learning to support equitable access to core curriculum
- Social-Emotional Learning curriculum scope and sequence and the five core SEL competencies
- Equity and access with a focus on English learners and students in Special Education
- Diagnosing and addressing learning loss and accelerating learning progress

Professional development will have an emphasis on the needs of our targeted groups. By participating in the professional development, teachers will be better equipped to support all students, but especially English learners, foster youth, and low income students.

In the previous 2017-20 LCAP, the district provided professional development aligned to topics including but not limited to English Language Arts standards, Ethnic Studies, History-Social Science, assessments, and restorative practices, but these trainings were most often provided after school, after contract hours, and were therefore not attended by all certificated staff. The professional development plan in the LCAP for 2021-24 provides for time within the contract day for teachers and staff to attend training, in order to ensure that all can attend.

The following action is provided on an LEA-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations: Devices and connectivity are provided to all students.

*After assessing the needs, conditions, and circumstances of our Foster Youth, English learners, and low income students, we have determined that there is a need to provide devices and connectivity to all students. All students PreK through 12th grade receive a Chromebook, and families can request internet access through a district-provided wireless hotspot. Ensuring that all students have access to devices and connectivity is essential for learning. Data has shown that the majority of families in the district use a smartphone to access the internet, and that few families have a home computer. Student Chromebook and district-provided wireless hotspots are a key component in our efforts to close the digital divide, and to ensure that all students have access to online teaching and learning. With the onset of the COVID-19 pandemic, online learning and software tools, for both core and supplemental curriculum, have become essential components of the instructional program.

In the previous 2017-20 LCAP, the district provided Chromebook to all students, and Wi-Fi hotspots to low income students. The devices and connectivity are essential and have been shown to be effective for student access to core curriculum, and as a result, the district is expanding access to Wi-Fi hotspots in the 2021-24 LCAP, to all students who request assistance with internet access.

The following action is provided on an LEA-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations: Course of Study

*After assessing the needs, conditions, and circumstances of our Foster Youth, English learners, and low income students, we have determined that actions to increase access to a broad course of study are necessary to ensure that all student groups have proportionate representation in honors and advanced courses at the secondary level. In addition to access to honors and advanced courses, access to visual and performing arts courses is limited. For the last two years, the district has audited the enrollment of courses at the middle and high school levels. In conducting the audit this year, the district found that enrollment patterns for honors and advanced courses have not improved in proportionality. For example, the percentage of students who are English Learners and in Special Education increased for Physical Science Exploration and for US History, when compared to enrollment in Chemistry and Advanced Placement US History. Also, white students are more likely to be enrolled in Symphonic Band, Wind Ensemble, Student Government, and Honors Chemistry; Asian students are more likely to be enrolled in English 9 Advanced, AP English Language, and Honors Chemistry.

Other data show an achievement gap between unduplicated students, and all students. In reviewing the data on students who are meeting the criteria for "Prepared" on the College/Career Indicator, the district has an achievement gap when comparing English Learners (12.5%) with all students (44.5%), and between socioeconomically disadvantaged students (41%) with all students (44.5%). For graduates meeting

a-g UC/CSU requirements, there is a gap between English Learners (10.7%), Foster Youth (28.6%), and socioeconomically disadvantaged students (33.9%) with all students (39.2%).

In the previous 2017-20 LCAP, the district had an action which addressed the broad course of study, but there are several new features of the action in the 2021-24 LCAP, which are designed to ensure the district and its school make more progress towards equity and access for all students. The new features include: implementing a transcript and master schedule focused on equity and access, implementing a middle school ethnic studies course, providing funding to support district students attending courses at Woodland Community College, and additional opportunities for credit recovery at the secondary level.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the services provided to all students listed above, the district also provides additional supports which increase the services provided to our unduplicated students.

*After assessing the needs, conditions, and circumstances of our English Learner students, we have determined that there is a significant achievement gap between English Learners and all students. According to the California School Dashboard for 2019, English Learners scored an average of 108.6 points below standard, compared to all students, which were 21.7 points below standard in English Language Arts. In Math, English Learners scored 127.4 points below standard, while all students scored 57.1 points below standard. We also observe that on the English Learner Progress Indicator (ELPI), 44.9% of English Learners are making progress towards English language proficiency, a performance level of Low. Digging further into the data, we see that there are 21.2% of English Learners who decreased at least one ELPI level, which means that these students are moving in the opposite direction. These data indicate that there is a need for specialized support and attention for this group of students, so we provide all of the actions in Goal 3 specifically to support the academic achievement and English proficiency of English Learners. Actions within this goal include (1) Standards-based instruction, in which we provide training for teachers and staff on integrated and designated English Language Development, and on language and learning disabilities for EL students; (2) English Learner Profiles, in which we provide training to support the language and academic needs of the various English Learner profiles, and in support for teachers from the English Learner Specialist on grouping and meeting student needs by proficiency level; and (3) Systems of Support, in which we provide English Learner Specialists, English Learner Teacher on Special Assignment, paraprofessionals and/or tutors for newcomer support, and additional sections at the secondary level for class size reduction in English Language Development classes. Services and supports for English Learners are outlined in the English Learner Master Plan, which is accessible on the district webpage here: <https://www.wjUSD.org/Programs/English-Learner-Services/Title-III--EL-Master-Plans/index.html>

*After assessing the needs, conditions, and circumstances of our Foster Youth, we have determined that there is a significant gap in Cohort Graduation Rate and in chronic absenteeism, between Foster Youth and all students. According to CDE's Dataquest, the cohort graduation rate for all students in the district in the 2019-20 school year was 91.8%, while the cohort graduation rate for Foster Youth was 63.6%, which is the lowest rate of all of the program subgroups (English Learners - 76.4%, Homeless Youth - 76.5%, Migrant Education - 81.3%, Students with Disabilities - 76.1%, and Socioeconomically Disadvantaged - 91%). In terms of chronic absenteeism, the California School Dashboard

for 2019 shows that Foster Youth had a chronic absenteeism rate of 22.3%, which is at the Orange performance level. While the All Student group is also at the Orange performance level, the rate is 12.5%, which is almost a 10% difference between Foster Youth and All Students. In Action 7 of Goal 2, we provide staffing support through a Foster/Homeless Program Manager, who provides case management for Foster Youth. The Program Manager provides material resources for students as needed, assists with the coordination of services, and serves as a liaison between the family/guardian and the school. As needed, the Program Manager works with stakeholders to connect families with agencies, and provide referrals to community resources.

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increased or improved percentage of 14.02%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$11,691,022.00	\$5,953,571.00		\$8,797,028.00	\$26,441,621.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$16,103,715.00	\$10,337,906.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Graduate Profile Implementation	\$18,360.00				\$18,360.00
1	2	All Students with Disabilities English Learners Foster Youth Low Income	Course of Study	\$590,461.00	\$1,931,541.00		\$4,442,955.00	\$6,964,957.00
1	3	All	Family Support and Communication	\$418,975.00				\$418,975.00
2	1	All Students with Disabilities	Base Program, Materials, and Facilities	\$2,280,351.00	\$57,500.00		\$883,973.00	\$3,221,824.00
2	2	English Learners Foster Youth Low Income	Professional Development	\$520,356.00	\$3,034,000.00		\$980,000.00	\$4,534,356.00
2	3	All	Data Analysis and Review	\$1,842,865.00			\$1,585,054.00	\$3,427,919.00
2	4	All	Student Academic and Social Emotional Needs	\$3,049,695.00	\$682,500.00		\$546,245.00	\$4,278,440.00
2	5	All	Attendance and Engagement	\$69,332.00				\$69,332.00
2	6	All	Early Literacy	\$183,050.00				\$183,050.00
2	7	Foster Youth	Foster/Homeless Student Support	\$13,568.00	\$104,000.00		\$107,497.00	\$225,065.00
3	1	English Learners	Standards-based Instruction	\$5,100.00			\$20,000.00	\$25,100.00
3	2	English Learners	English Learner Profiles	\$144,610.00	\$30,000.00			\$174,610.00
3	3	English Learners	Systems of Support	\$1,672,197.00	\$114,030.00		\$181,304.00	\$1,967,531.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	Family Engagement	\$415,487.00			\$50,000.00	\$465,487.00
4	1	All	Community Partnerships	\$25,216.00				\$25,216.00
4	2	All	Professional Development	\$121,399.00				\$121,399.00
4	3	All	Development of Youth Master Plan	\$320,000.00				\$320,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,946,292.00	\$13,891,619.00
LEA-wide Total:	\$1,110,817.00	\$11,499,313.00
Limited Total:	\$1,835,475.00	\$2,392,306.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Course of Study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$590,461.00	\$6,964,957.00
2	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$520,356.00	\$4,534,356.00
2	7	Foster/Homeless Student Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$13,568.00	\$225,065.00
3	1	Standards-based Instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,100.00	\$25,100.00
3	2	English Learner Profiles	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$144,610.00	\$174,610.00
3	3	Systems of Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,672,197.00	\$1,967,531.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.