



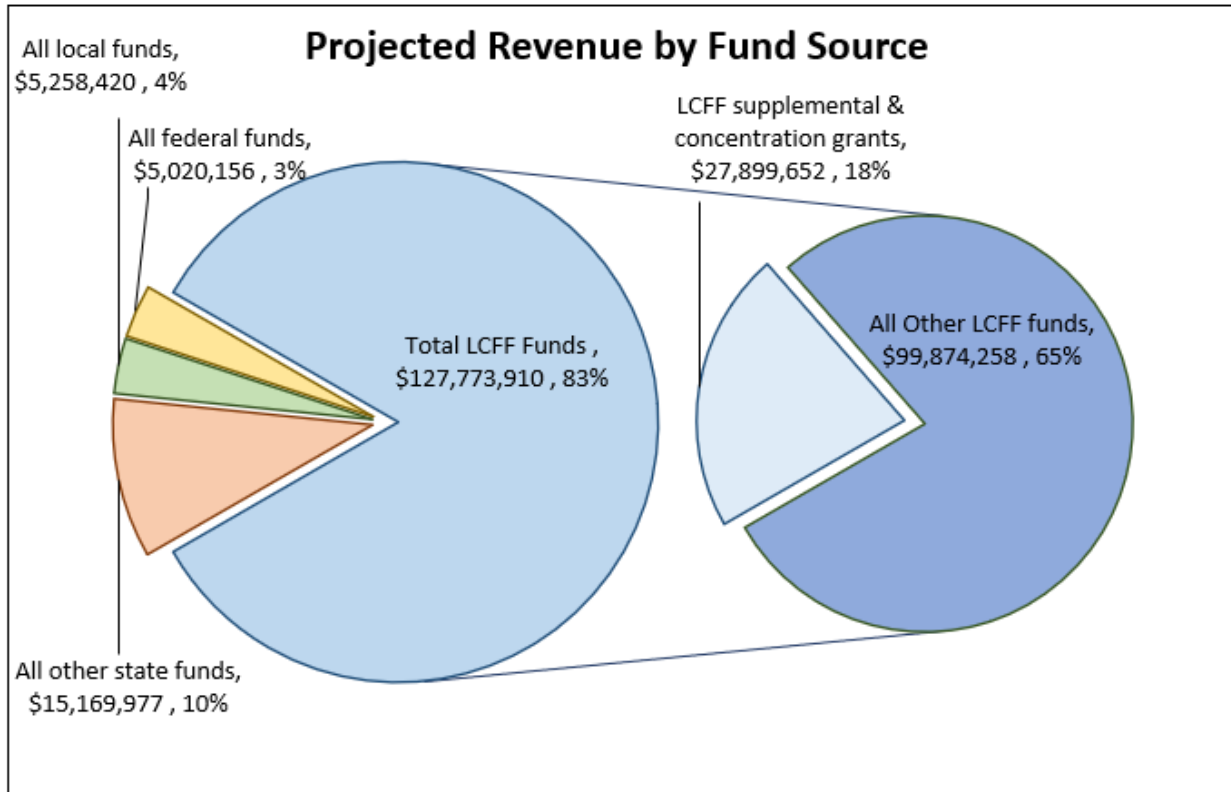
DRAFT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodland Joint Unified School District
 CDS Code: 57-72710-0000000
 School Year: 2023-24
 LEA contact information:
 Elodia Ortega-Lampkin
 Superintendent
 elodia.lampkin@wjusd.org
 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 2023-24 School Year

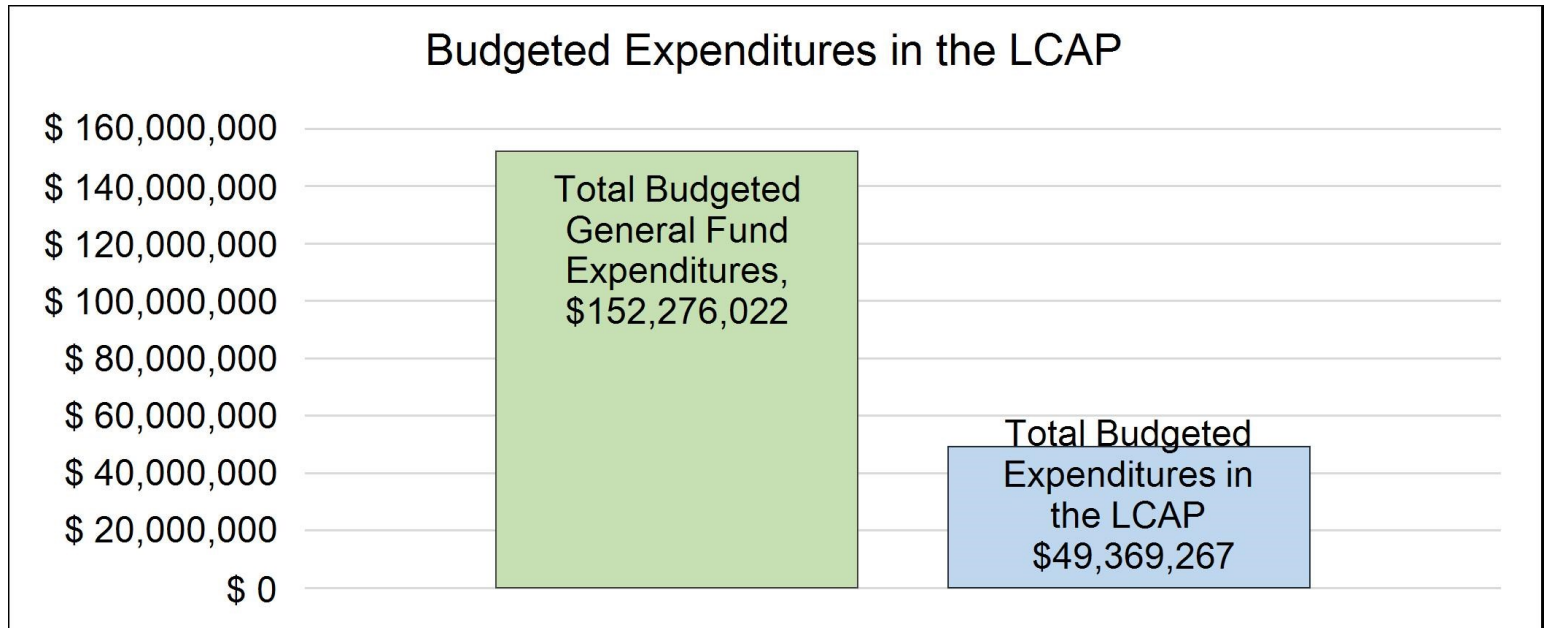


This chart shows the total general purpose revenue Woodland Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodland Joint Unified School District is \$153,222,463, of which \$127,773,910 is Local Control Funding Formula (LCFF), \$15,169,977 is other state funds, \$5,258,420 is local funds, and \$5,020,156 is federal funds. Of the \$127,773,910 in LCFF Funds, \$27,899,652 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodland Joint Unified School District plans to spend \$152,276,022 for the 2023-24 school year. Of that amount, \$49,369,267 is tied to actions/services in the LCAP and \$102,906,755 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 human resources, business, food services, and maintenance and operations departments are not included in the LCAP. The majority of staffing costs for certificated and classified positions are also not included in the LCAP.

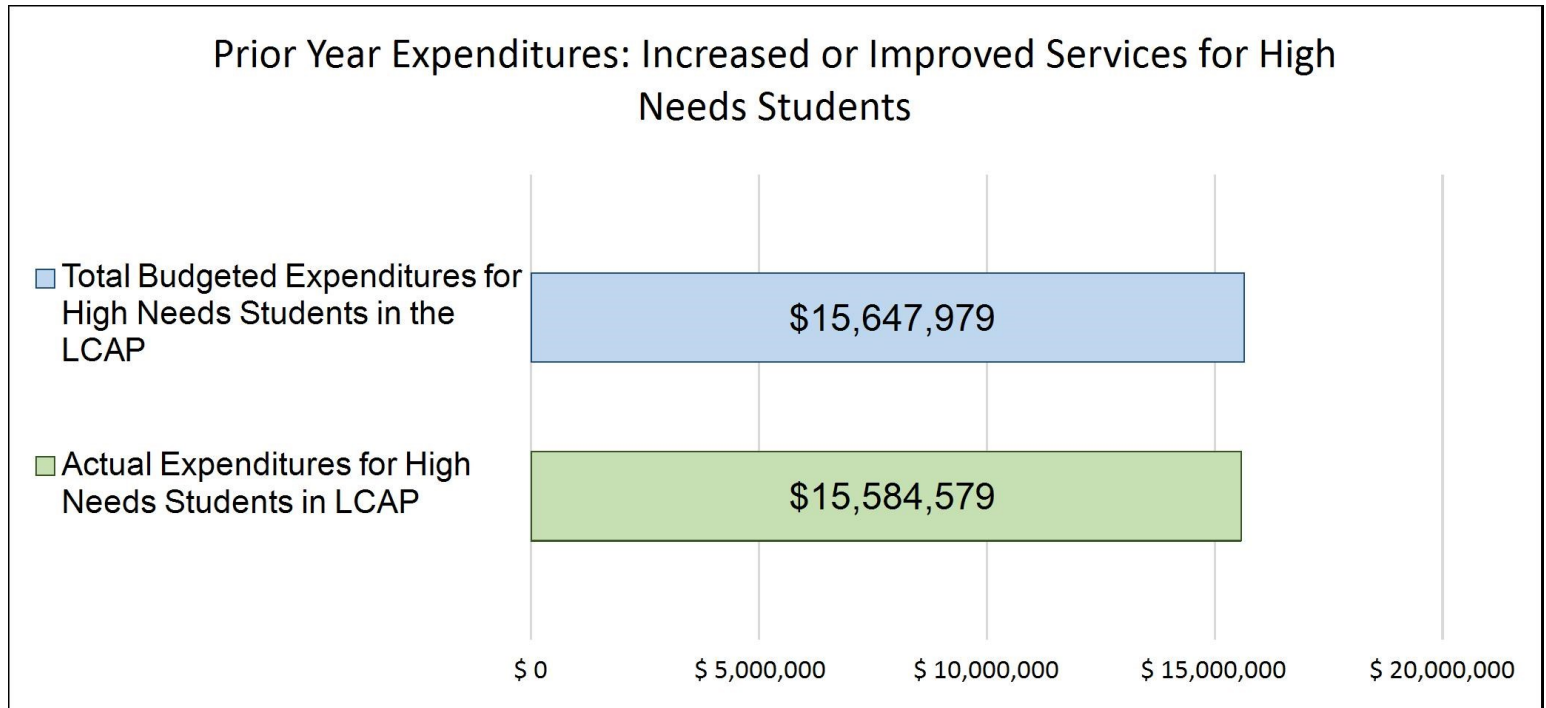
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Woodland Joint Unified School District is projecting it will receive \$27,899,652 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 \$22,741,286 towards meeting this requirement, as described in the LCAP.

The district supports its high needs students in a number of ways not reflected in supplemental and concentration expenditures, through support of programs specifically targeted and designed for high needs students, such as Advancement Via Individual Determination (AVID), MESA, and PUENTE. For each of these programs, the district provides funding through staffing/personnel expenditures, as well as training and materials and supplies. The district also provides site funds for intervention for high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Woodland Joint Unified School District's LCAP budgeted \$15,647,979 for planned actions to increase or improve services for high needs students. Woodland Joint Unified School District actually spent \$15,584,579 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-63,400 had the following impact on Woodland Joint Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$63,400 had a minimal impact on Woodland Joint Unified School District's ability to increase or improve services for high needs students and was due to expected costs not being realized in the estimated actuals. The difference had no impact on implementation of the services for high needs students.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Joint Unified School District	Elodia Ortega-Lampkin Superintendent	elodia.lampkin@wjusd.org 530-406-3202

Plan Summary [2023-24]

General Information

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

The Woodland Joint Unified School District (WJUSD) serves students (9,517) 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 independent study options including FLEX Virtual Academy, K8 Home Study, and the Independent Learning Center. 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.

A breakdown of student enrollment for the 2022-23 school year follows:

African American 140 (1.5%)
American Indian 41 (.4%)
Asian 578 (6.1%)
Filipino 58 (.6%)
Hispanic/Latino 6590 (69%)
Pacific Islander 46 (.5%)
White 1659 (17.4%)
Two or More Races 289 (3%)
Not Reported 132 (1.4%)
Socioeconomically Disadvantaged 7129 (74.7%)
English Learner 2103 (22%)
Students with Disabilities 1500 (15.7%)
Foster 39 (.4%)
Homeless 77 (.8%)
Migrant 264 (2.7%)
Unduplicated students 7242 (75.9%)
Total Enrollment = 9,517

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 2022, the successes noted include:

- * the graduation rate is at a High level, with an overall district graduation rate of 90.9%
- * an increase of 5.8 percentage points in the number of English learners making progress, at 50.7%

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 for alignment, especially at the elementary level, to support ELA achievement.

Local data reviewed for the 2022-23 school year has included common assessment data for English Language Arts and Math, parent, student, and teacher surveys, along with social and emotional learning universal screening data. School site teams are reviewing this data as they engage in the data analysis review cycle as a part of the School Plan for Student Achievement development process. At the district level, reading and math growth is measured using iReady diagnostic assessment data. In reading, there are significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (40%) compared to the Fall

diagnostic results (21%). In math, there are also significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (30%) compared to the Fall diagnostic results (11%). This data indicates that students are improving in their reading and math achievement. An additional source of data that the district and schools have used this year is the social and emotional learning screening. This is the second year of using this screening, and a success is that the screening data is reviewed regularly and that school site staff have identified students in need of support through the use of the screening data.

WJUSD plans to build on these successes through (1) continuing to refine the district's program of common assessments; and (2) continuing to implement a scope and sequence for social-emotional learning curriculum to support SEL instruction and develop systems for supporting students in need of social-emotional supports.

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 2022, areas of concern included the following:

- Chronic Absenteeism rate is 36.6%, which is an increase from 2019 of 24.1%. This is a Very High level, with all student groups at Very High or High for Chronic Absenteeism.
- There is a significant achievement gap between all students and students with disabilities in the Graduation Rate, which is 63.6% for students with disabilities.
- In Academic Performance for English Language Arts and Mathematics, the level is Low. For ELA, students scored 34.8 points below standard, and for math, students scored 76.1 points below standard, which represents a decrease in performance compared to 2019, which is the last year for SBAC results
- For Suspension Rate, the overall district level is High, with a 6% rate, which is an increase from the 2019 rate, which was 5.7%.

The district has been identified in Differentiated Assistance for the following student groups: African American students, American Indian or Alaska Native students, students who are English Learners, Foster Youth, Homeless youth, and students with disabilities. By student group, here is their performance on the California School Dashboard...

African American students:

- Very High in Chronic Absenteeism
- Very High in Suspension Rate
- Very Low in Language Arts
- Very Low in Mathematics

American Indian students:

- Very High in Chronic Absenteeism
- Very High in Suspension Rate
- No Performance Level in Language Arts or Mathematics

English Learners:

- Very High in Chronic Absenteeism
- High in Suspension Rate
- Very Low in Language Arts
- Very Low in Mathematics

Foster Youth:

- Very High in Chronic Absenteeism
- Very High in Suspension Rate
- Low in Language Arts
- Very Low in Mathematics

Homeless Youth:

- Very High in Chronic Absenteeism
- Very High in Suspension Rate
- Low in Language Arts
- Low in Mathematics

Students with Disabilities:

- Very High in Chronic Absenteeism
- Very High in Suspension Rate
- Very Low in Language Arts
- Very Low in Mathematics

At the district level, steps taken to address these concerns include:

- (1) continuing to refine our attendance and social-emotional supports. In terms of attendance and social-emotional supports, the district is proposing to increase wellness teams to increase the supports available at school sites.
- (2) continuing to focus on best first instruction and universal design for learning. Professional development offered by the district, including during the five districtwide professional development days in August, and on Wednesday PD sessions throughout the school year, will focus in these areas.

(3) engaging in a process to review discipline procedures with site administrators. This work has taken place in spring 2023 and will be implemented during 2023-24.

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 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 this update to the 2021-24 LCAP include:

- continuing to be 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
- continued development and implementation of the WJUSD Graduate Profile
- continued focus on Early Literacy for students in TK-3 classrooms
- continuing the expansion of universal transitional kindergarten
- continuing the implementation of PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement)
- continued funding and support for the development of the Woodland Youth 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.

Tafoya Elementary School
Cache Creek High 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.

A district team consisting of Educational Services staff conducted a school-level needs assessment with Tafoya Elementary and Cache Creek High School 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, and English Learner Progress. After reviewing the data, the team worked to analyze root causes, establish potential interventions to address the needs, and plan for community involvement in the development of the School Plan. In terms of resource inequities, one area of struggle for Tafoya is to be able to provide sufficient intervention staffing, and for Cache Creek, to provide extended day supports due to location and transportation. Additionally, both sites have a high minority population, a high English Learner population, and a high population of socioeconomically disadvantaged students. These data suggest that the schools have a need for improved school climate, with a need specifically for professional development and coaching to support students who have experienced trauma, to support students in ensuring their culture is acknowledged and celebrated, and to support the staff in meeting the needs of the students, who are high needs. The district will provide financial support to the school for professional development, school climate improving programs and materials. Educational Services staff will continue to meet with the principal regularly to provide guidance and support for plan development and implementation.

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. Regularly monitoring these metrics will allow the district and the school to evaluate progress towards meeting state expectations, and will allow the teams 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 principals will continue to update the school community through school site council, the PTA, ELAC and leadership to ensure all groups are evaluating data, reflecting on impact, and contributing to the plan's improvement.

Engaging Educational Partners

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

During the 2022-23 school year, the district engaged its educational partners through its meetings with its Parent Advisory Committee (LCAP Collaborative) and its English Learner Parent Advisory Committee (District English Learner Advisory Committee) and through an Annual LCAP Input survey of staff, students, and parents and families. Principals and other administrators (Leadership Academy) were consulted and provided feedback on the LCAP goals and metrics as well as district progress on Local Indicators 2, 3, and 7. A student survey was also conducted.

During the 2022-23 school year, the LCAP Collaborative met on October 24, December 12, February 27, March 27, April 24, and May 22. The DELAC agenda included LCAP review and feedback on the following dates: December 5, February 6, April 3, and May 22.

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

For the mid-year update, the district provided a review of the metrics, actions, and expenditures to date for Goals 1 - 4, to its two parent advisory groups (LCAP Collaborative and DELAC). In that review, group members asked questions which were compiled, responded to, and published. The mid-year update was also shared with the WJUSD Board of Trustees on February 27, 2023.

A summary of the feedback provided by specific educational partners.

As described in the 2022-23 LCAP, there was a comprehensive educational partner engagement process that took place in 2019-20, prior to school closures due to the COVID-19 pandemic, allowing the district to establish the community's priorities, which had a significant impact on the development of the LCAP. Each of the priorities is reflected in the goals that were approved by the WJUSD Board of Trustees. The 2022-23 LCAP review process has included multiple opportunities for engagement with the district's educational partners. During the 2022-23 school year, each of the following specific educational partners provided feedback on the development of the 2022-23 LCAP.

Principals and administrators: There are two principal representatives on the LCAP Collaborative Committee, who provide feedback and participate in data review and analysis with the committee. In addition to representation on the committee, principals and administrators have provided feedback on the district's implementation of, and plans for, professional development. Principals were asked to review the focus areas for PD, which included Youth Development, iReady/data and assessment, EL Rise, Data Dashboard, PROMESA, Social Emotional Screening data review, and OLE for elementary. Principals were asked what went well, what could have gone better, and how did it impact students. By focus area, the feedback is below:

What went well?

- Youth Development - elevating student voice, small group and follow up discussion
- iReady - presentations customized by school site
- EL Rise - prioritizing EL students, teachers seeing strategies in action
- Data Dashboard - teachers and Rtl are using it, use in wellness meetings, meaningful conversations
- PROMESA - collaboration among Dual Immersion sites, instructional rounds, key strategies
- SEL screener - helped to identify needs, cohort data was easy to work with
- OLE - well received by staff

What could have gone better?

- Youth Development - clear teacher expectations and follow up needed
- iReady - group multiple sites by grade level to collaborate on strategies, include grade level collaboration time
- EL Rise - accountability and follow up, organize the resources for ease of use
- Data Dashboard - need time to pull the data, provide more guided practice
- PROMESA - building understanding among all teachers, clear communication to site leaders
- SEL screener - connect intentionally to Tier II, need more time to prepare
- OLE - timing for site administrators to attend

How did it impact students?

- Youth Development - difficult to determine - clear follow up and expectations needed
- iReady - teachers learned how to analyze results and do flexible grouping, supported small group instruction
- EL Rise - increase in English Learner progress
- Data Dashboard - increased access to tiered interventions, discussion about Tier II and III
- PROMESA - best practices for all students
- SEL screener - more support for students' SEL needs, identified needs to target interventions
- OLE - minimal impact in year 1

Local Bargaining Units - Woodland Education Association (teachers and other school personnel): There are two WEA representatives on the LCAP Collaborative Committee, who provide feedback and participate in data review and analysis with the committee. Specific feedback provided by representatives from WEA on the LCAP Collaborative Committee included concerns regarding staff hires and vacancies, since this year the district had 32.1 certificated vacancies and 59 classified vacancies. WEA also had a specific concern about vacancies in Special Education staffing. There are 5 resource specialist program vacancies and 4 special day class vacancies. For classified staff in Special Education, there were 30 paraprofessional II vacancies, 1 sign language interpreter vacancy, and 1 speech language pathology assistant vacancy. Another area of feedback from WEA is about student behavior and discipline, and its impact on student achievement. In the LCAP for 2023-24, this feedback is addressed in Action 2.4, with the proposed increase to district wellness teams, including an additional four mental health clinicians, one social worker, and three additional general education behavior specialists. Additional feedback was shared on the professional development time and how much of that time is available for teachers to use to collaborate with their colleagues. This

feedback is being addressed in the professional development calendar and site meeting schedule for 2023-24, which will have time built in for teachers to collaborate on the professional development topics.

Local Bargaining Units - California School Employees Association (classified staff and other school personnel): There are two CSEA representatives on the LCAP Collaborative Committee, who provide feedback and participate in data review and analysis with the committee. Specific feedback provided by representatives from CSEA on the LCAP Collaborative Committee included concerns about differences in programming between Woodland High and Pioneer High, and what courses are available to students. Additionally, CSEA had a concern about instructional materials and accessibility for languages other than English and Spanish, and about ensuring that paraprofessionals receive training in new curriculum adoptions. The feedback about instructional materials and training for paraprofessionals will be addressed during the professional development for new curriculum.

Parents - There are parent representatives on the LCAP Collaborative Committee, who provide feedback and participate in data review and analysis with the committee. There were 37 parents who responded to the Annual LCAP Survey. In the area of college and career readiness, the majority of parents who had an opinion agreed that the district is doing a good job of preparing students to be college and career ready by providing Career Technical Education programs, increasing access to college credit courses, providing ethnic studies course options, and ensuring students meet UC/CSU requirements. Parents were less in agreement about the district increasing access to visual and performing arts classes such as band and theater. When asked about how the district is meeting students' academic and social-emotional needs, parents were strongly in agreement that students have access to standards-aligned curriculum, that the district supports early literacy instruction for TK-3rd grade students, and that the district provides social-emotional supports for students who need them. In the area of basic services, parents disagreed when asked if the district was doing a good job ensuring that school facilities are in good repair. However, parents were in agreement that the district provides the materials and supplies that students need, and that teachers are appropriately prepared and credentialed to teach in their subject area. When asked about services and supports for English Learners, parents were in agreement that the district is doing a good job of supporting families with the Community and Family Engagement Specialists, that the district is hiring qualified bilingual staff, and that the district is communicating with families using ParentSquare. In the area of youth engagement, parents were strongly in agreement that the district is doing a good job of providing opportunities for youth to have voice in decision-making through Student Advisory Councils, and in providing opportunities for youth to be involved.

Students - There is one student representative on the LCAP Collaborative Committee for the first time, who provides feedback and participates in data review and analysis with the committee. There were 59 students who responded to the Annual LCAP Survey. When asked to rate the district's progress in preparing students for college and career, students were more in agreement the district is doing a good job of providing career technical education programs, providing ethnic studies course options, increasing access to VAPA courses, and less in agreement about the district's efforts to ensure that students meet UC/CSU a-g requirements, which is very similar to the responses when the same survey was collected in spring 2022. When asked about how the district is providing social-emotional and academic supports, students were in agreement that the district provides academic supports for students who need them and provides standards-aligned curriculum, but students were less in agreement about the district providing social-emotional supports for students who need them and small group counseling. These results are again very similar to the survey results last year. When asked about basic services, the area students were the least in agreement about the statement "safe and on time transportation services." When asked about the district's services and supports for students who are English Learners, the majority of students agree that students agreed that the district is doing a good job of

providing standards-aligned English Language Development instruction, of supporting students at all levels of English proficiency, and of hiring qualified bilingual staff, but were less in agreement about the services provided by Community and Family Engagement Specialists, with many students indicating "Don't Know." When asked if the district is doing a good job of providing youth engagement and leadership opportunities, students were in agreement that there are opportunities for youth to be involved. Students were less in agreement when asked to rate the district's success at creating partnerships with local agencies and in creating opportunities for youth to have voice in decision-making.

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

The goals in the 2021-24 LCAP were crafted using the Top 5 Community 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.

In terms of the aspects of the 2023-24 LCAP that were influenced by specific input from educational partners, these are outlined below:

* Goal 2: Increase staffing for district wellness teams, by increasing a contract for mental health clinicians and social workers, and provide additional behavioral supports and training by increasing the number of general education behavior specialists. Provide training in new curriculum adoptions for paraprofessionals. Ensure professional development calendars provide time for teacher collaboration. Ensure that for professional development topics, expectations for teachers and administrators are clear and follow up is provided.

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 a CTE pathway is 179.	For the 21-22 school year, 371 students are projected to complete a Career Technical Education (CTE) pathway. 160 students from Pioneer High School, and 211 students from Woodland High School.	For the 21-22 school year, 255 students completed a Career Technical Education (CTE) pathway. 101 students from Pioneer High School, and 154 students from Woodland High School. For the 22-23 school year, 360 of the 1,655 Career Technical Education students are enrolled in a Capstone class and are projected to be completers in one of the eleven different CTE pathways at the three high schools; six at Cache Creek, 124 at Pioneer, and 230 at Woodland.		Increase by 10% and ensure proportionality.
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	In 2020-21, 326 students earned an industry certification. For the 2021-22 school year, 628 students, or 57% of	In 2021-2022, 526 students earned an industry certification. For the 2022-2023 school year, 1381 students are enrolled in CTE pathway		Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>students enrolled in a CTE pathway, are projected to earn an industry certification.</p>	<p>courses in which they could earn an industry certification. For the 22-23 school year, 60% of high schools students or 1,665 out of 2,766, are now enrolled in a CTE pathway and currently 840 or 50%, have completed an industry certification in food handling, food management, Covid training, OSHA, and CPR/first aid.</p>		
<p>Number and percent of students participating in work based learning</p>	<p>In 2019-20 169 students or 21% of program participants were in work based learning</p>	<p>In 2020-21, 106 students participated in work based learning. For the 2021-22 school year, 267 students, or 24% of program participants are engaged in work based learning.</p>	<p>In 2021-2022, 240 of 1,471 students, or 16%, enrolled in CTE courses participated in work based learning. In 2022-2023, there is new legislation regarding student placements in work settings that will likely impact the number of students able to participate in work based learning. In February of 2023 the new legislation regarding student</p>		<p>Increase by 10% and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			placement is still posing a concern, but of the 354 capstone students eligible to participate in work based learning, currently 52 (15%) have an active internship.		
Percentage of students completing UC/CSU a-g course requirements (high school only)	<p>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. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the percentage of students by demographic (reported on Dataquest): Socioeconomically disadvantaged = 33.9%</p>	<p>In 2020-21, 38.8% of graduates met the UC/CSU a-g requirements district-wide. At PHS, 52.1% of graduates met UC/CSU and at WHS, 40.5% of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the percentage of students by demographic (reported on Dataquest): Socioeconomically disadvantaged = 35.7%</p>	<p>In 2021-22, 40.1% of graduates met the UC/CSU a-g requirements district-wide. At PHS, 47.2% of graduates met UC/CSU and at WHS, 41.5% of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the percentage of students by demographic (reported on Dataquest): Socioeconomically disadvantaged = 34.8%</p>		Meet the statewide a-g completion rate and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Not socioeconomically disadvantaged = 53.8%</p> <p>Migrant students = 53.8%</p> <p>Not migrant students = 38.9%</p> <p>Foster youth = 28.6%</p> <p>Not foster youth = 39.3%</p> <p>Homeless youth = 26.9%</p> <p>Not homeless youth = 39.6%</p> <p>The statewide total of graduates meeting UC/CSU requirements is 50.6%.</p>	<p>Not socioeconomically disadvantaged = 64.1%</p> <p>Migrant students = 38.1%</p> <p>Not migrant students = 43.8%</p> <p>Foster youth = 15.4%</p> <p>Not foster youth = 44.2%</p> <p>Homeless youth = 25%</p> <p>Not homeless youth = 44%</p> <p>The statewide total percentage of graduates meeting UC/CSU requirements is 43.8%.</p>	<p>Not socioeconomically disadvantaged = 57.7%</p> <p>Migrant students = 30.4%</p> <p>Not migrant students = 40.4%</p> <p>Foster youth = *</p> <p>Not foster youth = 40%</p> <p>Homeless youth = 17.4%</p> <p>Not homeless youth = 40.8%</p> <p>The statewide total percentage of graduates meeting UC/CSU requirements is 51.1%.</p>		
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.	In 2021-22, there are seven high school courses that meet the Ethnic Studies graduation requirement. There is also one middle school course offered in Ethnic Studies.	There are no new courses but courses have been revised to align with the Ethnic Studies Board Resolution. The Race and Social Justice in US History course has been revised and the Art and Culture revision is in progress. Teachers continue to meet in Ethnic Studies Action Team		PHS and WHS offer ten courses that meet the ES requirement. CCHS offers three courses that meet the ES requirement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			meetings. Training for administrators and for secondary school counselors has been provided.		
Number of students who participate in Visual and Performing Arts	In 2020-21, there are 195 students participating in elementary music, with 168 in band and 27 in strings.	<p>In 2021-22, at the elementary level, there are 329 students participating in band and 695 students participating in strings instruction.</p> <p>At the secondary level, enrollment in each area within VAPA is as follows: * Drama/theater - 124 students * Choir - 87 students * Strings - 59 students * Jazz - 48 students * Mariachi - 40 students * Band/Wind Ensemble - 161 students * Guitar - 98 students * Piano - 23 students * AP Music Theory/MIDI - 17 students * Visual Arts - 942 students</p>	<p>In 2022-23, at the elementary level, there are 375 students participating in band and 914 students participating in strings instruction.</p> <p>At the secondary level, VAPA enrollment is as follows: * Drama/theater - 111 students * Choir - 92 students * Strings - 29 students * Band/Wind Ensemble - 165 students * Guitar - 111 students * Piano - 69 students * MIDI/Instrument Repair - 10 students * Visual Arts - 856 students</p>		Increase by 25% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students in AP courses taking an AP test and who receive a passing score (3+).	<p>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.</p> <p>American Indian = 3 exams taken, passage rate = 33% Asian = 66 exams taken, passage rate = 48% Black or African American = 9 exams taken, passage rate = 55% Hispanic or Latino = 470 exams taken, passage rate = 58% Native Hawaiian = 4 exams taken, passage rate = 0% White = 122 exams taken, passage rate = 60% Low income = 403 exams taken, passage rate = 55% Not low income = 312 exams taken, passage rate = 59%</p>	<p>In 2020-2021, there were a total of 926 enrollments in AP classes. Of those, 617 took AP exams, and of those exams taken, 284 earned passing scores of 3 or higher.</p> <p>Woodland High: Number of students enrolled: 522 Number of tests taken: 309 Number of passed tests: 122 or 39%</p> <p>Pioneer High: Enrolled: 404 Tests Taken: 308 Tests with a passing score of 3 or higher: 162 or 53%</p>	<p>In 2021-2022, there were a total of 555 enrollments in AP classes. Of those, 332 students took AP exams. If those exams taken, 270 earned a passing score of 3 or higher.</p> <p>Woodland High: Number of students enrolled in AP: 234 Number of tests taken: 147 Number of tests passed: 119</p> <p>Pioneer High: Number of students enrolled in AP: 321 Number of tests taken: 185 Number of tests passed: 151</p>		Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students demonstrating college preparedness as measured by the Early Assessment Program (EAP).	<p>In Spring 2019, by school, the percentage of students demonstrating college preparedness:</p> <p>Pioneer ELA: All students = 29% college ready, 34% conditionally ready, 37% not yet ready English Learner = 0% college ready, 5% conditionally ready, 95% not yet ready Special Education = 0% college ready, 20% conditionally ready, 80% not yet ready Socioeconomically disadvantaged = 18% college ready, 37% conditionally ready, 45% not yet ready</p> <p>Pioneer Math: All students = 13% college ready, 15% conditionally ready, 72% not yet ready English Learner = 100% not yet ready</p>	<p>In Spring 2021, by school, the percentage of students demonstrating college preparedness* :</p> <p>Pioneer ELA: All students = 29% college ready, 34% conditionally ready, 37% not yet ready English Learner = 0% college ready, 0% conditionally ready, 100% not yet ready Special Education = 0% college ready, 15% conditionally ready, 85% not yet ready Socioeconomically disadvantaged = 27% college ready, 36% conditionally ready, 35% not yet ready</p> <p>Pioneer Math: All students = 11% college ready, 29% conditionally ready, 59% not yet ready English Learner = 0% college ready, 5%</p>	<p>In Spring 2022, by school, the percentage of students demonstrating college preparedness:</p> <p>Pioneer ELA: All students = 22.49% college ready, 30.77% conditionally ready, 46.74% not yet ready English Learner = 0% college ready, 11.76% conditionally ready, 88.23% not yet ready Special Education = 0% college ready, 8.82% conditionally ready, 91.18% not yet ready Socioeconomically disadvantaged = 15.6% college ready, 29.82% conditionally ready, 54.59% not yet ready</p> <p>Pioneer Math: All students = 8.06% college ready, 16.72% conditionally ready, 75.23% not yet ready</p>		Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Special Education = 100% not yet ready Socioeconomically disadvantaged = 7% college ready, 11% conditionally ready, 82% not yet ready</p> <p>Woodland ELA: All students = 25% college ready, 30% conditionally ready, 44% not yet ready English Learner = 100% not yet ready Special Education = 3% college ready, 6% conditionally ready, 91% not yet ready Socioeconomically disadvantaged = 23% college ready, 30% conditionally ready, 48% not yet ready</p> <p>Woodland Math: All students = 10% college ready, 12% conditionally ready, 78% not yet ready English Learner = 100% not yet ready Special Education = 3% college ready, 0%</p>	<p>conditionally ready, 95% not yet ready Special Education = * * Socioeconomically disadvantaged = 9% college ready, 29% conditionally ready, 62% not yet ready</p> <p>Woodland ELA: All students = 16% college ready, 40% conditionally ready, 44% not yet ready English Learner = 100% not yet ready Special Education = 0% college ready, 8% conditionally ready, 92% not yet ready Socioeconomically disadvantaged = 13% college ready, 40% conditionally ready, 47% not yet ready</p> <p>Woodland Math: All students = 5% college ready, 21% conditionally ready, 74% not yet ready English Learner = 0% college ready, 33%</p>	<p>English Learner = 0% college ready, 0% conditionally ready, 100% not yet ready Special Education = 0% college ready, 0% conditionally ready, 100% not yet ready Socioeconomically disadvantaged = 3.7% college ready, 12.96% conditionally ready, 83.34% not yet ready</p> <p>Woodland ELA: All students = 17.54% college ready, 29.10% conditionally ready, 53.36% not yet ready English Learner = * * Special Education = 0% college ready, 6.9% conditionally ready, 93.1% not yet ready Socioeconomically disadvantaged = 16.75% college ready, 27.75% conditionally ready, 55.5% not yet ready</p> <p>Woodland Math: All students = 3.65% college ready, 12.41%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>conditionally ready, 97% not yet ready Socioeconomically disadvantaged = 6% college ready, 12% conditionally ready, 82% not yet ready</p>	<p>conditionally ready, 77% not yet ready Special Education = 0% college ready, 0% conditionally ready, 100% not yet ready Socioeconomically disadvantaged = 3% college ready, 16% conditionally ready, 81% not yet ready</p> <p>* Due to the Covid-19 pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results. * * Results are not reported when 10 or fewer students had tested.</p>	<p>conditionally ready, 83.94% not yet ready English Learner = 0% college ready, 0% conditionally ready, 100% not yet ready Special Education = 0% college ready, 0% conditionally ready, 100% not yet ready Socioeconomically disadvantaged = 3.57% college ready, 10.71% conditionally ready, 85.72% not yet ready</p> <p>* * Results are not reported when 10 or fewer students tested.</p>		
<p>Cohort graduation rate at each high school.</p>	<p>District Graduation Rate is 91.7% Cache Creek is 85.9% Pioneer High School is 94.7% Woodland High School is 92.5%</p> <p>For WJUSD, the percentage of students by</p>	<p>For 2020-2021, the District Graduation Rate is 92.5% Cache Creek is 71.7% Pioneer High School is 96% Woodland High School is 96%</p> <p>For WJUSD, the percentage of</p>	<p>For 2021-2022, the District Graduation Rate is 91.2% Cache Creek is 71.8% Pioneer High School is 93.9% Woodland High School is 95%</p> <p>For WJUSD, the percentage of</p>		<p>Increase by 2% and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 91% Migrant students = 81.4% Foster youth = 63.6% Homeless youth = 76.5%</p> <p>For CCHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 77.4% Migrant students = * Foster youth = * Homeless youth = *</p> <p>For PHS, the percentage of students by demographic (reported on Dataquest):</p>	<p>students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 90.9% Migrant students = 87.5% Foster youth = 100% Homeless youth = 60%</p> <p>For CCHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 69.7% Migrant students = * Foster youth = * Homeless youth = *</p> <p>For PHS, the percentage of students by demographic (reported on Dataquest):</p>	<p>students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 90.2% Migrant students = * Foster youth = * Homeless youth = 79.3%</p> <p>For CCHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 71.1% Migrant students = * Foster youth = * Homeless youth = 54.5%</p> <p>For PHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 93%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically disadvantaged = 92.9%</p> <p>Migrant students = *</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>For WHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 93.7%</p> <p>Migrant students = *</p> <p>Foster youth = *</p> <p>Homeless youth = 87.5%</p> <p>* No data reported for groups containing 10 or fewer students</p>	<p>Socioeconomically disadvantaged = 95.8%</p> <p>Migrant students = 87.5%</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>For WHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 94.9%</p> <p>Migrant students = *</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>* No data reported for groups containing 10 or fewer students</p>	<p>Migrant students = 94.4%</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>For WHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 94.7%</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>* No data reported for groups containing 10 or fewer students (reported on Dataquest):</p>		
Number of middle school and high school dropouts.	<p>In 2019-20, the number of dropouts by school is as follows:</p> <p>DMS = 0</p> <p>LMS = 1</p> <p>WHS = 9</p> <p>CCHS = 17</p>	<p>In 2020-2021, the number of dropouts by school was as follows:</p> <p>CCHS = 28 = 28.28%</p> <p>NPS = 1 = 100%</p> <p>PHS = 6 = 1.83%</p> <p>Adult Ed = 0 = 0%</p> <p>WHS = 7 = 2.54%</p>	<p>In 2021-2022, the number of dropouts by school was as follows:</p> <p>CCHS = 23 = 15%</p> <p>DMS = 2 = .25%</p> <p>LMS = 0 = 0%</p> <p>NPS = 1 = 9%</p> <p>PHS = 6 = .37%</p>		Decrease the number of dropouts to 0.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PHS = 6	Total = 42 = 5.96%	Woodland Adult Ed = 1 = 50% WHS = 9 = .7% Total = 42 = .95% Dropout totals for the 2022-2023 school year will be available in the Fall of 2023.		
Number of Pathway awards for Biliteracy (Dual Immersion schools only)	In 2020-21, there were no Pathway awards for Biliteracy given.	In 2021-22, there were no Pathway awards for Biliteracy given, since the California Spanish Assessment was not administered due to the Covid-19 pandemic.	As of March 2023, 100 students have been identified to receive the Pathways award in grades TK-8th.		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.	In 2021-22, 112 State Seals of Biliteracy were awarded.	As of March 2023, 101 high school students have been approved for the State Seal for Spanish, Italian, and ASL. Of those 1 student will be receiving a double Seal for Spanish and Italian.		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:	Due to the Covid-19 pandemic, there is no California School Dashboard for 2021, and no	The California School Dashboard for 2022 does not include data on the College/Career		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%	College/Career Indicator.	Indicator, due to the Covid-19 pandemic.		
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 (18% of total enrolled students) PHS = 278 (18% of total enrolled students) CCHS = 6 (6% of total enrolled students)	In 2020-21, the number of students receiving college credit was as follows: WHS = 131 (10.3% of total enrolled students) PHS = 148 (9.5% of total enrolled students) CCHS = 4 (3.5% of total enrolled students)	For the 22-23 school year, 441 of the 1,665 CTE students, or 26%, are receiving college units through dual enrollment, concurrent enrollment, and articulated classes. WHS = 237 (14% of total enrolled students) PHS = 204 (12% of total enrolled students)		Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			CCHS = 0		
<p>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 competitively employed.</p>	<p>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 employed is 65.31%. The state target for (a) is 54.3% and for (b) is 74.4%.</p>	<p>There is no new data available to report. In order to support this metric, the district provided 5 trainings in 2021-22 which include goal development/monitoring/progress, secondary transition planning, transition assessments, and least restrictive environment/inclusion training. District staff are currently collecting post secondary status updates from individual students. Data will be reported when available.</p>	<p>Official data from the 2021-22 school year will be available in the fall of 2023.</p> <p>WJUSD did report in CALPADS the student survey data collected. Responses are as follows:</p> <ul style="list-style-type: none"> * Total students attempted contact: 76 * 200 - Enrolled on 4 year: 4 * 210 - Enrolled in community college: 19 * 220 - Enrolled in vocational or technical program (2yr degree): 1 * 310 - Enrolled in vocational or technical program (certificate program): 1 * 320 - Enrolled in a regional Occupational Program: 2 * 340 - Enrolled in non workability employment program: 1 * 370 - Other Job training program: 2 		<p>Meet or exceed the state target.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> * 400 - Military Enlistment: 1 * 910 - Competitively Employment: 11 * 920 - Non Competitive employment: 2 * 950 - Not able to contact:31 * 960 - Refused to answer: 1 		
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.	In 2020-2021, there were a total of 65 out of 662 seniors or 9.8%, that completed both a CTE pathway and met the A-G requirements.	In 2021-2022, there were a total of 44 out of 691 seniors or 6.4%, that completed both a CTE pathway and met the A-G requirements.		15% of seniors complete both a CTE pathway and the a-g requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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> <ul style="list-style-type: none"> • 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 Graduate Profile outcomes. • 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 	\$68,800.00	No
1.2	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> <ul style="list-style-type: none"> • 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. • Transparent grading systems that provide bimonthly updated information regarding student achievement 	\$6,999,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Conduct a transcript analysis and audit to determine barriers to student access to a broad course of study • Provide professional development for all staff on anti-bias and culturally responsive pedagogy • 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 • 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 WJUSD Scholars, Learning centers and intern/externships • Increase opportunities for non-traditional coursework, delivered in a variety of formats to address student learning needs • Increase access to project-based learning in preK-12 coursework • Ensure processes and systems support Internet access and connectivity for families to provide students with opportunities for learning at home. Provide devices such as chromebooks and hotspots to support learning. 		

Action #	Title	Description	Total Funds	Contributing
1.3	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> <ul style="list-style-type: none"> • Ensure communication is culturally responsive to provide equity and access. • Promote positive achievements, highlight successes, and opportunities for students to get involved. • Continue to develop and refine internal and external communication systems to support pre-K through Adult Education parents and families. • support community engagement efforts through additional staffing. • Establish policies and procedures around use of district communication systems and promote use of district software tools such as ParentSquare for parent communications. • 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. • Ensure that the information on the district website and on social media is accurate, timely, and easily accessible. 	\$481,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Strengthen Biliteracy Programs	<p>Participate in Project PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement) by implementing the following:</p> <ul style="list-style-type: none"> • Dual Language Teacher Academy • English Language Development Teacher Academy • District and Site Leadership Academy • Family Literacy and Leadership Academy <p>Professional Learning provided through PROMESA will (a) develop district and site leaders to strengthen their dual language immersion programs with strong primary language and English Language Development components; (b) will develop teachers to provide exemplary dual language and ELD instruction; (c) improve student language development and academic outcomes; and (d) engage with families in family literacy activities.</p>	\$85,000.00	Yes

Goal Analysis [2022-23]

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.

In Action 1, the Graduate Profile Implementation Plan is nearing completion, however the District has not yet reached a point where it is feasible to draft and implement common assessments aligned to the Graduate Profile Competencies. Our focus this year has been on completing the implementation plan and gathering educational partner feedback on the planned metrics and actions contained therein.

In Action 2, Course of Study: This year the District decided to postpone the majority of the planned actions for Goal 1.2, including our plan to provide professional development for all staff on anti-bias and culturally responsive pedagogy and a transcript audit, in favor of conducting a Systemic Equity Review (SER) of our district programs, processes, resource allocation, and student impacts and outcomes. The SER encompassed components related to the original planned actions, but will result in a more in-depth analysis of our strengths and areas of growth.

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

There are material differences between budgeted expenditures and estimated actual expenditures in Action 2, Course of Study. The work of Ethnic Studies teacher training, course revisions, and professional development for counselors did take place, but funding from the Ethnic Studies Block Grant was used instead of as planned in the budget. Another difference is due to a delay in implementation of professional development on anti-bias and culturally responsive pedagogy.

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

In pursuit of Goal 1, WJUSD planned actions in the areas of Graduate Profile implementation, course of study, family support and communication, and strengthening bilingual programs.

Action 1, Graduate Profile Implementation: The implementation plan is still in progress and not yet complete. The Graduate Profile Articulation Committee, which was established in 2021-22, has continued to meet throughout this school year, to work on the Graduate Profile implementation plan.

Action 2, Course of Study: The district has made improvements in the number of students completing a Career Technical Education (CTE) pathway, and in the number of students earning industry certifications in CTE. There was a slight increase in the percentage of students meeting the a-g requirements, from 38.8% in 2020-21 to 40.1% in 2021-22. In Visual and Performing Arts (VAPA) enrollment, there was an increase in the number of students enrolled in music at the elementary level, and in students in VAPA courses at the secondary level. The district graduation rate dropped slightly in 2021-22 to 91.2% (from 92.5% in 2020-21), but has remained over 90% for the last five years. The district also was successful in creating pathway awards for biliteracy, that students in dual immersion programs can earn as they progress towards earning the State Seal of Biliteracy.

Action 3, Family Support and Communication: Throughout the 2022 - 2023 school year, our District ensured that communications to families and students were inclusive and accessible. We provided a weekly Superintendent's Update to all families and consistently provided communications in both English and Spanish via multiple mediums, including online, voice mail, email, social media, and print. Our communications also included updates, videos, and photos on parent group meetings such as the African American Parent Advocacy Council and the American Indian Parent Advisory Committee. We promoted positive student achievements on social media, in our weekly update, and in the news media, such as student feature stories, and also promoted opportunities for students to get involved, such as school youth advisory councils and the Superintendent's Youth Advisory Council. We continue to develop and refine our communications internally and externally, such as modernizing our website in October 2022 and promoting our school district throughout our community.

In the area of parent committees, the American Indian Parent Committee has been very active in providing cultural programming to support native and indigenous students and their families, through workshops. The Special Education Parent Advisory Committee provides an ongoing opportunity for families and community members to learn about special education processes, community resources as well as

provide feedback and voice community needs. In addition to this the SEPAC develops topics for family information and education nights throughout the school year. The continued expansion of the SEPAC meetings and family information nights has provided a positive impact for families which includes continued communication, feedback opportunities, development and revision of a family handbook, ongoing parent training, regular special education newsletters and an increase family engagement locally in WJUSD as well as the Yolo County Community Advisory Committee.

Action 4, Strengthen Biliteracy Programs: Through the high quality professional development provided to all dual immersion and structured English immersion teachers all teachers have been able to focus on the 6 research based dual immersion strategies. During the instructional rounds, the site leadership team reviews strategies and conducts walkthroughs to evaluate and monitor implementation. Results are shared with the whole staff and next steps are developed to increase implementation and success across sites. In addition, trends are evaluated at the 6 District Site Leadership Team (DSLTT) meetings and support plans are created by site. The professional development, DSLTT and instructional rounds have increased the quality of best first instruction at the 3 elementary dual immersion sites.

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.

There are no changes planned for this goal, the metrics, outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
2	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 Community 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.	98% of teachers are appropriately credentialed and assigned.	99% of teachers are appropriately credentialed and assigned.		100% of teachers are appropriately credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who have access to instructional materials and supplies.	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.		100% of students have access to instructional materials.
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	For the 2021-22 school year, the Facilities Inspection Tool reports show: Exemplary = 1 school Good = 11 schools Fair = 5 schools Poor = 0 schools	For the 2022-23 school year, the Facilities Inspection Tool reports show: Exemplary = 0 schools Good = 11 schools Fair = 5 schools Poor = 1 school		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.	School sites will be wrapping up Spring EL monitoring by April 15th. They will be reviewing iReady assessment data for elementary students and D and F grades for secondary students, and revisiting current interventions and adjusting as needed. Staff will hold English Learner Review Team meetings if needed. Migrant students receive case management support from our migrant	English Learners: School sites will be wrapping up Spring EL monitoring by April 7th. They will be reviewing iReady assessment data for elementary students and D and F grades for secondary students, and revisiting current intervention and adjusting as needed. Staff will hold English Learner Review Team meetings if needed. Our homeless liaison continues to monitor		All unduplicated students, including low income, English learner, foster youth, homeless youth, and migrant students, have access to targeted supports.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>TOSA, who reviews grades, aligns supports, and meets with staff. The result is an annual progress letter mailed to parents, including services students are eligible for (paraprofessional support, afterschool tutoring, and summer school).</p> <p>Our homeless liaisons continue to monitor and support our homeless students at the school sites with weekly check-ins. Elementary foster and homeless youth were referred for summer school programs. Ongoing distributions of supplies (which include school supplies, food, and clothing) is conducted.</p>	<p>and support our homeless students at school sites. Elementary foster and homeless youth have been referred for summer school programs. Ongoing distribution of supplies (which include school supplies, food, and clothing) is conducted.</p>		
Number and percent of students that have equitable access to core, advanced programs, and least	Less than 100% of students have equitable access to core, advanced programs, and least	Less than 100% of students have equitable access to core, advanced programs, and least	Less than 100% of students have equitable access to core, advanced programs, and least		100% of students have equitable access to core, advanced programs, and least restrictive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
restrictive environment for English Language Learners, students with special needs, and unduplicated students.	<p>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>Some examples where enrollment percentages in certain courses is 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/</p>	<p>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>Some examples where enrollment percentages in certain courses continues to be disproportionate:</p> <p>English 9 - 73% Hispanic or Latino/ 18% White/ 70% low income</p> <p>English 9 Advanced - 41% Hispanic or Latino/ 37% White/ 36% low income</p> <p>Chemistry - 75% Hispanic or Latino/</p>	<p>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>Some examples where enrollment percentages in certain courses continues to be disproportionate:</p> <p>Pre-Calculus - 54% Hispanic or Latino/ 30% White/ 57% Low Income</p> <p>AP English Literature - 55% Hispanic or Latino/ 32% White/ 54% Low Income</p> <p>AP Calculus AB - 50% Hispanic or Latino/</p>		environment, and enrollment in core and advanced programs is proportionate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>21% White/ 57% low income</p> <p>Honors Chemistry - 46% Hispanic or Latino/ 34% White/ 32% low income</p>	<p>19% White/ 63% low income</p> <p>Honors Chemistry - 39% Hispanic or Latino/ 29% White/ 41% low income</p> <p>When surveyed on student access to core, principals reported the following on a scale of 1 (no students have access) to 4 (all students have access):</p> <p>Elementary Principals:</p> <ul style="list-style-type: none"> * English - 3.6 * Math - 3.7 * English Language Development - 3.6 * Social Science - 3.1 * Science - 3.2 * Visual and Performing Arts - 3.1 * Health - 2.6 * Physical Education - 3.4 <p>Secondary Principals:</p> <ul style="list-style-type: none"> * English - 3.8 * Math - 3.8 * English Language Development - 2.9 	<p>35% White/ 52% Low Income</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> * Social Science - 3.6 * Science - 3.6 * Visual and Performing Arts - 2.9 * Physical Education - 3.4 * Foreign Language - 2.9 * Applied Arts - 2.6 * Career Technical Education - 2.3 			
<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</p>	<p>Due to the Covid-19 pandemic, there is no Academic Indicator for 2020 or 2021.</p>	<p>The ELA and Math Academic Indicators on the Fall 2022 Dashboard show a level of Low for English Language Arts and Low for Math. The 2022 Dashboard reports Status only due to the Covid-19 pandemic.</p> <p>For ELA, the performance levels by student group: Very Low: African American, English Learners, Students with Disabilities Low: Foster Youth, Hispanic, Homeless, Two or More Races,</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>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> <p>For both ELA and Math, the student groups of American</p>		<p>Socioeconomically Disadvantaged Medium: Asian, Filipino, White</p> <p>There is no performance level reported for American Indian and Pacific Islander students due to the small size of the student group.</p> <p>For Math, the performance levels by student group: Very Low: African American, English Learners, Foster Youth, Students with Disabilities Low: Asian, Filipino, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, White</p> <p>There is no performance level reported for American Indian and Pacific Islander students due to the small size of the student group.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Indian, Filipino, and Pacific Islander are too few in number to receive a performance color.				
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>	Due to the Covid-19 pandemic, there is no English Learner Progress Indicator for 2020 or 2021.	<p>On the 2022 California School Dashboard, the percentage of English Learners making progress is 50.7%.</p> <p>The number of EL students tested and included in the calculation is 1,565. The performance level is Medium for this indicator.</p> <p>The levels of English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 49.3%</p> <p>ELs who maintained level 4: 1.5%</p> <p>ELs who maintained levels 1 - 3H: 32.2%</p> <p>ELs who decreased at least one level: 17.1%</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>				
<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>For Spring 2021, only 11th grade students took the Smarter Balanced tests for ELA and Math.</p> <p>For ELA, the percentage of students at the Meets and Exceeds Standards level was 59%. The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 58%.</p> <p>By student group, the percentage of students at the Meets</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2022 SBAC testing for ELA was 37.38%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 47.06%</p> <p>2021-22 performance (percentage of students at the Meets and Exceeds Standards level) for</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>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p> <p>English Learners 6.68%</p> <p>African American students 30.67%</p> <p>Homeless youth 25.38%</p> <p>Foster youth R-FEP(reclassified) students 53.55%</p> <p>Migrant students 30.7%</p> <p>Students with disabilities 9.9%</p> <p>* due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>	<p>and Exceeds Standards level was as follows: (* data not included when student group is less than 10)</p> <p>English Learners 0%</p> <p>African American students *</p> <p>Homeless youth</p> <p>Foster youth</p> <p>R-FEP(reclassified) students 62%</p> <p>Migrant students 50%</p> <p>Students with disabilities</p>	<p>student groups was as follows:</p> <p>English Learners 6.36%</p> <p>African American students 29.41%</p> <p>Homeless youth 31.49%</p> <p>Foster youth 18.18%</p> <p>R-FEP(reclassified) students 46.67%</p> <p>Migrant students 25.81%</p> <p>Students with disabilities 11.6%</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</p>	<p>For Spring 2021, only 11th grade students took the Smarter Balanced tests for ELA and Math.</p> <p>For Math the percentage of students at the Meets</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2022 SBAC testing for Math was 24.21%.</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>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> <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</p>	<p>and Exceeds Standards level was 33%. The statewide percentage of students at the Meets and Exceeds Standards level for Math was 33%.</p> <p>By student group, the percentage of students at the Meets and Exceeds Standards level was as follows: (* data not included when student group is less than 10)</p> <p>English Learners 3%</p> <p>African American students *</p> <p>Homeless youth Foster youth R-FEP(reclassified) students 30%</p> <p>Migrant students * Students with disabilities</p>	<p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 33.38%.</p> <p>2021-22 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p> <p>English Learners 5.12%</p> <p>African American students 11.43%</p> <p>Homeless youth 20.37%</p> <p>Foster youth 0%</p> <p>R-FEP(reclassified) students 24.09%</p> <p>Migrant students 15.45%</p> <p>Students with disabilities 8.21%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	data for SBAC in 2020.				
Performance level on district common assessments in English Language Arts and Math	<p>Elementary students in grades K - 6 take the iReady diagnostic assessment. For the Spring test administration, the results below:</p> <p>Reading: 4563 tested/5445 students Mid/Above Grade Level = 24% Early On Grade Level = 18% 1 Grade Level Below = 33% 2 Grade Levels Below = 12% 3 or More Grade Levels Below = 12%</p> <p>Math: 4531 tested/5445 students Mid/Above Grade Level = 19% Early On Grade Level = 16% 1 Grade Level Below = 42% 2 Grade Levels Below = 13%</p>	<p>Elementary students in grades K - 6 take the iReady diagnostic assessment. For the Spring test administration, the results below:</p> <p>Reading: 3578 tested/5455 students Mid/Above Grade Level = 20% Early On Grade Level = 17% 1 Grade Level Below = 34% 2 Grade Levels Below = 16% 3 or More Grade Levels Below = 12%</p> <p>Math: 3568 tested/5437 students Mid/Above Grade Level = 12% Early On Grade Level = 16% 1 Grade Level Below = 46% 2 Grade Levels Below = 15%</p>	<p>Elementary students in grades K-6 take the iReady diagnostic assessment. For the Winter test administration, the results below:</p> <p>Reading: 3911 students tested Mid/Above Grade Level = 16% Early On Grade Level = 16% 1 Grade Level Below = 37% 2 Grade Levels Below = 19% 3 or More Grade Levels Below = 13%</p> <p>Overall, there was an increase of 11% in the number of students at grade level, compared to the Fall Diagnostic.</p> <p>Math: 4008 students tested Mid/Above Grade Level = 7%</p>		All students take the district common assessment for ELA/Reading and for Math. The percentage of students at grade level and/or the average score improves by at least 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3 or More Grade Levels Below = 11%</p> <p>Secondary students take the Mathematics Diagnostic Testing Project math assessment. For the Spring test administration, the results below:</p> <p>Math 7 Readiness: 463 tested average score = 37%</p> <p>Math 8 Readiness = 623 tested average score = 48%</p> <p>Math I Readiness = 332 tested average score = 39%</p> <p>Math II Readiness = 257 tested average score = 32%</p> <p>Secondary students take the StudySync assessment for English Language Arts. At the time of this draft, the StudySync</p>	<p>3 or More Grade Levels Below = 11%</p> <p>Secondary students take the Mathematics Diagnostic Testing Project math assessment. For the Spring 2021 test administration, the results below:</p> <p>Math 7 Readiness: 646 tested average score = 33%</p> <p>Math 8 Readiness = 602 tested average score = 42%</p> <p>Math I Readiness = 749 tested average score = 43%</p> <p>Math II Readiness = 591 tested average score = 32%</p> <p>Secondary students take the StudySync assessment for English Language Arts. For the Fall 2021 test administration, the results below:</p>	<p>Early On Grade Level = 13%</p> <p>1 Grade Level Below = 49%</p> <p>2 Grade Levels Below = 18%</p> <p>3 or More Grade Levels Below = 12%</p> <p>Overall, there was an increase of 9% in the number of students at grade level, compared to the Fall Diagnostic.</p> <p>Secondary students took the Smarter Balanced Interim Assessments.</p> <p>Math: 7th grade: Ratios and Proportional Relationships</p> <p>Douglass = 377 tested Above Standard = 11% Near Standard = 45% Below Standard = 44%</p> <p>Lee = 261 tested Above Standard = 3% Near Standard = 56%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assessment data was not available.	<p>Grade 7 Readiness Screener = 570 tested average score = 46%</p> <p>Grade 8 Readiness Screener = 200 students tested average score = 54%</p>	<p>Below Standard = 41%</p> <p>8th grade: Proportional Relationships, Lines, and Linear Equations</p> <p>Douglass = 395 tested Above Standard = 21% Near Standard = 43% Below Standard = 36%</p> <p>Lee = 317 tested Above Standard = 8% Near Standard = 62% Below Standard = 30%</p> <p>Math I: Solve Equations and Inequalities: Linear and Exponential</p> <p>WHS = 220 tested Above Standard = 5% Near Standard = 34% Below Standard = 61%</p> <p>PHS = 131 tested Above Standard = 1% Near Standard = 13%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Below Standard = 86%		
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) 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)</p>	<p>The rate of chronic absenteeism reported for 2020-21 by the California Department of Education (most recent data) is 14.5%, which is equivalent to 1,392 students.</p> <p>Rates for each student group are as follows:</p> <p>African American - 24.0% (30 students total) Homeless - 44.5% (49 students total) Foster Youth - 39.0% (41 students total) Students with Disabilities - 22.4% (322) students total) Two or More Races - 11.8% (27 students total) Socioeconomically Disadvantaged - 19.7% (1,140 students total)</p>	<p>The rate of chronic absenteeism reported for 2021-22 by the California Department of Education (most recent data) is 36.6%, which is equivalent to 6,457 students.</p> <p>Rates for each student group are as follows:</p> <p>African American - 49.5% (105 students total) Homeless - 62.8% (86 students total) Foster Youth - 52.1% (48 students total) Students with Disabilities - 45.8% (1,123) students total) Two or More Races - 31.6% (285 students total) Socioeconomically Disadvantaged - 41.5% (4,764 students total)</p>		<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%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)	American Indian - 16.7% (8 students total) White - 11.3% (199 students total) Hispanic - 15.9% (1,065 students total) English Learners - 19.6% (407) students total) Asian - 6.5% (34 students total) Filipino - 1.5% (1 student total)	American Indian - 63.3% (30 students total) White - 29.6% (1,113 students total) Hispanic - 39.8% (4,463 students total) English Learners - 38.9% (1,847 students total) Asian - 19.6% (397 students total) Filipino - 36.1% (36 student 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%,	For the month ending 2/28/22, the percentage of attendance for each school is as follows: Beamer 92.7%, Dingle 86.9%, Freeman 89.3%, Gibson 90.6%, Maxwell 90.5%, Plainfield 92.3%, Spring Lake 94.9%, Tafoya 90.5%, Whitehead 90.0%, Prairie 92.1%, Zamora 93.4%, Douglass 93.5%, Lee 90.3%, Pioneer 91.7%,	For the month ending 2/28/23, the percentage of attendance for each school is as follows: Beamer 92.10%, Dingle 90.20%, Freeman 91.77%, Gibson 90.53%, Maxwell 91.13%, Plainfield 91.86%, Spring Lake 93.65%, Tafoya 90.75%, Whitehead 89.81%, Prairie 93.96%, Zamora 92.01%, Douglass 93.59%, Lee 90.88%, Pioneer 91.65%,		95% attendance rate for all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Woodland 94.13%, Cache Creek 96.03%	Woodland 90.9%, Cache Creek 95.81%	Woodland 92.67%, Cache Creek 78%		
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%	On the California Healthy Kids Survey given in March 2022, the following are the percent of students by grade level who perceive the school as safe or very safe: 5th grade - 73% 7th grade - 53% 9th grade - 40% 11th grade - 44% CCHS - 59%	On the California Healthy Kids Survey given in March 2023, the following are the percent of students by grade level who perceive the school as safe or very safe: 5th grade - 70% 7th grade - 50% 9th grade - 46% 11th grade - 43% CCHS - 69%		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%	On the California Healthy Kids Survey given in March 2022, the following are the percent of students by grade level who report a high level of school connectedness: 5th grade - 70% 7th grade - 59% 9th grade - 46% 11th grade - 43% CCHS - 58%	On the California Healthy Kids Survey given in March 2023, the following are the percent of students by grade level who report a high level of school connectedness: 5th grade - 72% 7th grade - 53% 9th grade - 46% 11th grade - 43% CCHS - 59%		90% of students report a high level of student connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of expulsions.	<p>In 2019-20, there were 0 expulsions.</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>	As of April 1, 2022, there are 0 expulsions.	<p>The expulsion rate for the 2021-22 school year was .02%, which represents a total of 2 expulsions.</p> <p>As of May 2023, there are 3 expulsions.</p>		0 expulsions.
Suspension rate, reported by student group.	<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</p>	<p>In 2020-21, the suspension rate district-wide was .2%.</p> <p>By student group, the suspension rate is as follows: African American .8%, American Indian 0%, Asian 0%, Filipino 0%,</p>	<p>In 2021-22, the suspension rate district-wide was 6%.</p> <p>By student group, the suspension rate is as follows: African American 9.2%, American Indian 14.9%,</p>		Decrease the suspension rate by 2%. For groups below 2%, decrease by .5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Islander 5.6%, White 4.1%, Two or More Races 3.9%, English Learners 3.4%, Foster Youth 6.9%, Homeless Youth 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>Hispanic .2%, Pacific Islander 0%, White .2%, Two or More Races .4%, English Learners 3.4%, Foster Youth 0%, Homeless Youth 0%, Migrant Education 0%, Socioeconomically Disadvantaged 12.5%, Students with Disabilities 0%</p>	<p>Asian 2.9%, Filipino 0%, Hispanic 6.7%, Pacific Islander 0%, White 4%, Two or More Races 7.2%, English Learners 5.6%, Foster Youth 11.6%, Homeless Youth 8.4%, Migrant Education 7.5%, Socioeconomically Disadvantaged 7%, Students with Disabilities 8.4%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/family participation in programs for students with special needs.	The Special Education Parent Advisory Committee meets monthly, with an average of 5 parents in attendance.	The Special Education Parent Advisory Committee meets monthly, with an average of 7-10 parents in attendance, in addition to 1-2 site admin and 1 board member. WJUSD also has staff and parent representation on the Yolo County Office of Education's Community Advisory Committee, which meets once monthly.	The Special Education Parent Advisory Committee meets bi-monthly in the 22/23 school year. There are now 14 different families regularly attending. Each school site has designated 2 parent representatives to participate. WJUSD has 2 parent participants on the Yolo County Community Advisory Committee (CAC).		Increase by 10% the number of parents who attend the SEPAC meetings.
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.	School sites are using the data from the universal behavior screeners to identify and implement Tier I and II interventions to support the identified needs. At elementary sites counselors are providing weekly SEL lessons.	School sites have used the data from the universal screeners to identify and implement Tier I and II interventions to support the identified needs. At the elementary sites counselors have identified monthly focus areas and are providing site-monthly lessons.		All schools provide three lessons focused on SEL per month.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Elementary counselors have done 129 small groups focused on various topics including self-regulation, social skills, grief and loss and growth mindset. Elementary and secondary counselors have been involved with site-wide review of universal behavior screeners in order to form groups that would best meet the needs identified.	There have been 146 small groups offered at the elementary and secondary sites in 6-8 week cycles supporting students' SEL needs. The groups are focused on various topics including social skills and self empowerment, managing stress and anxiety and self-regulation.		Counselors at all schools offer small group counseling supporting students' SEL needs. At elementary schools, there are at least four 6-8 week cycles per counselor. At secondary schools there are at least two 6-8 week cycles per counselor.
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%	On the California School Parent Survey given in March 2022, the following are the percent of parents who agree or strongly agree that... a. the school promotes academic success for all students * All - 90% * Elementary school parents - 92% * Middle school parents - 89%	On the California School Parent Survey given in March 2023, the following are the percent of parents who agree or strongly agree that... a. the school promotes academic success for all students * All - 34% * Elementary school parents - 48% * Middle school parents - 33%		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
	<ul style="list-style-type: none"> * High school parents - 18% * CCHS/CDS parents - 70% <p>b. the school provides opportunities for meaningful student participation</p> <ul style="list-style-type: none"> * All parents - 32% * Elementary school parents - 40% * Middle school parents - 21% * High school parents - 17% * CCHS/CDS parents - 50% <p>c. the school allows input and welcomes parents' contributions</p> <ul style="list-style-type: none"> * All parents - 26% * Elementary school parents - 33% * Middle school parents - 27% * High school parents - 10% * CCHS/CDS parents - 30% 	<ul style="list-style-type: none"> * High school parents - 76% * CCHS parents - N/A <p>b. the school provides opportunities for meaningful student participation</p> <ul style="list-style-type: none"> * All parents - 33% * Elementary school parents - 38% * Middle school parents - 24% * High school parents - 17% * CCHS parents - N/A <p>c. the school actively seeks the input of parents</p> <ul style="list-style-type: none"> * All parents - 26% * Elementary school parents - 30% * Middle school parents - 18% * High school parents - 13% * CCHS parents - N/A 	<ul style="list-style-type: none"> * High school parents - 21% * CCHS parents - 43% <p>b. the school provides opportunities for meaningful student participation</p> <ul style="list-style-type: none"> * All parents - 27% * Elementary school parents - 40% * Middle school parents - 17% * High school parents - 17% * CCHS parents - 29% <p>c. the school actively seeks the input of parents</p> <ul style="list-style-type: none"> * All parents - 19% * Elementary school parents - 29% * Middle school parents - 17% * High school parents - 10% * CCHS parents - 29% 		
Percent of classrooms that are using state adopted academic	Less than 100% of classrooms are using state adopted	The district has curriculum in 100% of classrooms that	The district has curriculum in 100% of classrooms that		100% of classrooms are using state adopted academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
content and performance standards for all subject areas	academic content and performance standards for all subject areas	<p>supports the state adopted academic content and performance standards in English Language Arts and Mathematics. The district does not have curriculum that supports the state adopted academic content and performance standards for Social Science and Science.</p>	<p>supports the state adopted academic content and performance standards in English Language Arts and Mathematics. The district does not have curriculum that supports the state adopted academic content and performance standards for Social Science and Science.</p> <p>The district is currently engaging in a social science pilot and adoption process and expects to have a standards-aligned social science curriculum in classrooms in Fall 2023.</p> <p>The district will be engaging in a science curriculum pilot and adoption process during the 2023-24 school year.</p>		content and performance standards for all subject areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of opportunities for parent learning provided by Community and Family Engagement and developed to address the needs of unduplicated students.</p>	<p>In 2020-21, Community and Family Engagement staff hosted the following workshops (number of participants):</p> <ul style="list-style-type: none"> * ParentSquare (135) * Canvas (41) * Using Technology for Distance Learning (40) * Series of six classes for newcomers (Project Inspire) (32) * Thirteen classes focusing on parent support in distance learning (Project Inspire) (224) * Thirteen classes focusing on developing parents as advocates for their child's education (Project Inspire) (not available) 	<p>CAFE focused on getting the African American Parent Advocacy Committee off the ground and supported sites with increasing English Learner Advisory Committee and Parent Teacher Association participation. They are currently supporting sites with enrollment and maintaining parent participation as we return to in person meetings. Staffing shortages and a vacancy in the CAFE program manager position have impacted the ability of CAFE staff to provide workshops for families.</p>	<p>So far this year, we have held the following parent education opportunities:</p> <p>CABE Project Promesa, 14 Sessions total fall semester 7 Sessions offered (1 afternoon & 1 morning) finalized December 8 , 98 participants total.</p> <ul style="list-style-type: none"> • CABE Promesa Libroterapia ,7 Sessions total spring semester , 22 participants so far. • CABE Project 2 inspire-English, 12 sessions total this semester, finalized January 30th, 55 		<p>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. Increase the number of participants by 10%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>participants total.</p> <ul style="list-style-type: none"> • CABE Project 2 inspire-Spanish, 12 sessions total this semester, finalized January 31st, 170 Participants total. • Latino Literacy Project at 10 elementary sites. Started in Nov, running through March, 10 sessions total, 289 participants up to February 28. • SEL Bullying sessions, 2 sessions, 21 participants. 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number and percent of parents and guardians that are registered for ParentSquare and the Aeries Parent Portal.	<p>In March 2021, the following are the percent of families with Aeries Parent Portal accounts/percentage of contactable families in ParentSquare/number of families with Parentsquare registered accounts:</p> <p>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</p>	<p>In March 2022, the following are the percent of families with Aeries Parent Portal accounts/percentage of contactable families in ParentSquare/number of families with Parentsquare registered accounts:</p> <p>Beamer 96%/98%/586 Dingle 97%/95%/341 Freeman 94%/92%/393 Gibson 99%/94%/424 Maxwell 88%/84%/276 Plainfield 98%/95%/341 Prairie 94%/93%/733 Spring Lake 100%/100%/471 Tafoya 99%/98%/940 Whitehead 87%/87%/354 Zamora 99%/99%/418 K-8 89%/86%/27 Douglass 98%/97%/1302 Lee 98%/96%/884 Woodland High 96%/96%/1,258</p>	<p>In April 2023, the following are the percent of families with Aeries Parent Portal accounts/percentage of contactable families in ParentSquare/number of families with Parentsquare registered accounts:</p> <p>Beamer 99%/99%/472 Dingle 98%/99%/319 Freeman 97%/98%/378 Gibson 99%/99%/353 Maxwell 99%/99%/387 Plainfield 99%/100%/273 Prairie 99%/99%/692 Spring Lake 99%/99%/341 Tafoya 99%/99%/782 Whitehead 98%/98%/313 Zamora 99%/99%/364 K-8 97%/97%/30 Douglass 99%/99%/745 Lee 99%/98%/538 Woodland High 98%/98%/962</p>		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
	Pioneer High 96%/97%/1,174 Cache Creek High 95%/95%/117	Pioneer High 99%/97%/1,997 Cache Creek High 95%/93%/93	Pioneer High 99%/98%/1,328 Cache Creek High 99%/98%/111		
State target for the average amount of time students receive their special education or related services in settings apart from their peers in general education settings.	The district's rate is 4.25%. (the state target is <3.8%)	Percent of Time IN Regular Class (TK-ALS) <ul style="list-style-type: none"> Equal to or greater than 80%: 1,157 Students; 78.92% 40%-79%: 101 Students; 6.89% Less than 40%: 208 Students; 14.19% Total: 1,466 Students 	Percent of time IN regular education setting as follows: Equal to or greater than 80%: 1,155 Students/ 78.68%, 40%-79%: 126 Students/ 8.58%, Less than 40% 187 Students/ 12.74%, Total student count 1,468		Meet or exceed the state target.
95% Participation rate for California Assessment of Student Performance and Progress (CAASPP) ELA and Math, for all student groups.	In 2019, the participation rate for all groups is as follows: ELA Participation All students = 98% EL = 99% Foster = 95% Homeless = 98%	The participation rate was not calculated for Spring 2021 due to the Covid-19 pandemic.	In 2021-22, the participation rate for all student groups is as follows: ELA Participation All students = 98% EL = 99% Foster = 95% Homeless = 98%		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
	<p>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% Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 98% Two/More Races = 99%</p>		<p>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% Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 98% Two/More Races = 99%</p>		
State target for the percent of students with IEPs receiving services in the regular	The district's rate is 32.63%. (the state target is 35.9%)	Preschool Program Setting is not Separate Class: 86 Students; 53.42%	Preschool Program Setting is not Separate Class: 101 Students; 54.59%		Meet or exceed the state target.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
early childhood program		Total SpEd Preschool Students: 161 Students	Total SpEd Preschool Students: 185 Students		
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%)	Preschool Program Setting is Separate Class: 75 Students; 46.58% Total SpEd Preschool Students: 161 Students	Preschool Program Setting is Separate Class: 84 Students; 45.41% Total SpEd Preschool Students: 185		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 * Equity and Access * Health and Safety * Parent and Family Supports * Social and Emotional Learning * Technology Tools	In 2021-22, the district was able to again provide 5 days of professional development paid at the per diem rate to all certificated staff. The 5 days included learning time through both in person and virtual trainings, and had hours of collaboration time built into the schedule. These workshops covered: * EL Rise * Social Emotional Learning * Universal Design for Learning	In the 2022-23 school year, the district provided 5 days of professional development, paid at the per diem rate, to all certificated staff. These days were designed as hybrid learning with school sites joining a shared zoom presentation and moving into in-person full-site and department/grade level training and collaboration. The district offered 61 sessions of PD and 13 collaboration based sessions during this time. The topics		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>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 the Stage in a Virtual Setting.</p> <p>The district also provided PD on Wednesday afternoons that were</p>	<ul style="list-style-type: none"> * Technology including Canvas and Seesaw * iReady for elementary teachers * District Phase 4 Covid-19 Safety Protocols <p>During the school year, themes from the August workshops were continued during district wide Wednesday professional development sessions. The Wednesday topics were:</p> <ul style="list-style-type: none"> * EL Rise * Social Emotional Learning * Technology * Universal Design for Learning * iReady for elementary teachers * Youth Development <p>From August 2021-March 2022, the district was able to host 22 Action Team meetings as voluntary</p>	<p>covered during these five days included:</p> <ul style="list-style-type: none"> * Team Building and Goal Setting * SWOT Analysis * Bullying Prevention * Tech Tools * Relationship Building * EL Rise * Special Education Sessions for General Education Teachers * Building a Data Culture * Suicide Prevention * Youth Engagement <p>During the first 3 Wednesday District-Wide PD Days teacher groups were trained in the following:</p> <ul style="list-style-type: none"> * ABC-OLE * Project Promesa * EL Rise * Data Dashboard * EL Strategies * TK Behavior Training <p>In addition to dedicated sessions in District Wide PD, the TK teams have received an additional</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>	<p>paid events on the following topics: TK-6 English Language Arts and Math 7-12 English Language Arts and Math Science Social Science Ethnic Studies TK-12 English Language Arts articulation TK-12 Math Articulation</p> <p>Fall Action Teams worked on addressing barriers to learning created by COVID and Spring Action Teams worked toward vertical articulation and creating plans to address COVID learning gaps for Fall 2022.</p> <p>Further paid voluntary Professional Development sessions were offered In:</p>	<p>3 hours of voluntary paid training after school through action teams. Transitional Kindergarten Action Team and Behavior training In 22/23 the district created a Dedicated Substitute Course (Synchronous and Asynchronous) that met twice during the fall with plans to return for a third time in the spring. Additional trainings offered to teachers include: * Spanish iReady * Social Science Framework for Piloting Teachers</p> <p>The district administrators, directors, teachers on special assignment and coordinators have received year long in depth training on leading and supporting sustainable</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Gizmos (Science and Math) Ellevation (Elevating student voice).	professional learning communities (PLC).		
Number of targeted professional learning opportunities offered to classified staff to support student learning goals.	<p>100% of classified staff attended the Opening Keynote and the Health Safety training offered in August.</p> <p>100% of classified staff attended the District Health and Safety training offered in March.</p> <p>Classified staff in non-instructional positions 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,</p>	<p>Paraprofessional I's attended 5 training sessions that focused on Early Literacy and Numeracy strategies, small group instruction, and utilizing manipulatives.</p> <p>Elementary Library Technicians received 5 training sessions on Early Literacy strategies focused on: large groups, reading comprehension, and elevating student voices.</p> <p>Attendance clerks have received 4 trainings with a specific focus on coding for COVID, Independent Study Changes, COVID quarantines, and Yolo County Health Department Decision Tree Updates.</p>	<p>The district provided 1.5 days of training to all classified staff during the District Wide PD days in August. Additionally all classified staff received mandated training on health and safety in the workplace.</p> <p>All Paraprofessionals spent the first day of the year in dedicated Paraprofessional training broken into Para I and Para II groups.</p> <p>Para I's have received a total of 11 hours of training in building foundational skills and TK paras received additional behavior training.</p> <p>Para II's attended an additional 1.5 hours of specified training during the District</p>		100% of classified staff participate in professional learning opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p>	<p>Health Techs have received monthly training and updates on administering COVID tests, protocols for COVID quarantines, safety protocols, first aid administration, Yolo County Health Department Decision Tree Updates, and attendance accounting.</p> <p>Attendance Liaisons have received trainings in School Attendance Review Board processes, District Attorney mediations, attendance accounting for Independent Study, and Yolo County Health Department Decision Tree Updates.</p> <p>Classified staff in the Transportation department have</p>	<p>Wide PD, as well as monthly training by behaviorists on differing topics.</p> <p>Library Technicians have received 3 hours of training on building foundational literacy. The Woodland Public Library has participated in two sessions with the library techs, in an effort to partner with them in bringing literacy to the K-3 grades.</p> <p>Classified staff in the Transportation department have received training on the following:</p> <ul style="list-style-type: none"> * Defensive Driving * Loading and Unloading of Students * Advanced Defensive Driving * Public and Community Relations 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>received training on the following: * vehicle inspections procedures, * brake inspection procedures, * public relations, * student loading and unloading procedures, * special needs transportation protocols, * wheelchair loading/unloading and tie tie down procedures, * defensive driving procedures * public and community relations * pupil transportation rules and regulations</p> <p>Mechanics in the Transportation department have received training on the following: * school bus safety inspection protocols, * computer base vehicle diagnostics procedures,</p>	<p>* Emergency Evacuations Requirements * * CPI Training * Vehicle Inspections Training * Air Brake Inspection Training * Accident Prevention Training * Pupil Management</p> <p>Classified staff in the Maintenance and Operations department have received training in the following:</p> <ul style="list-style-type: none"> • Two day Electricians training for the Maintenance Staff. • Monthly safety training (different topics) for Maintenance Staff as well 		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>* air conditioning repair and maintenance</p> <p>Fiscal staff in the Business department have received training in the following:</p> <ul style="list-style-type: none"> * Payroll Boot Camp * CalPERS Education Forum * 1099 Reporting * How to Pay the Bills * Budget Basics & Beyond * Federal Compliance 	<p>as Custodial Staff.</p> <ul style="list-style-type: none"> • Occasional "how to" training for Custodial Staff as well as Custodial Staff <p>Classified staff in the Business department including office staff at school sites have received training in the following:</p> <ul style="list-style-type: none"> * Year-End Closing * 1099 Reporting Concepts * Payroll Essentials * ASB Training * CalSTRS/PERS Retirement Concepts 		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 • food services 	\$13,387,187.00	No
2.2	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 	\$2,953,823.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 • 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 who work in instructional settings to support student learning 		
2.3	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> <ul style="list-style-type: none"> • Create a Data Dashboard that provides real time access to academic, behavioral, and social and emotional wellbeing data for school site teachers and leaders. • 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 	\$3,093,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>criteria, college and career readiness indicators, and ELA/ELD readiness.</p> <ul style="list-style-type: none"> • Principals will hold quarterly meetings to review data with site staff, engage in the district-adopted data analysis protocol, and plan next steps for instruction. • Continue to implement a process for monitoring systemwide progress (i.e. Learning Walks). • Provide site funds for interventions based on student need. 		
2.4	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> <ul style="list-style-type: none"> • 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. • 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. • Provide professional learning on the impact of trauma on student learning, behavior, and social-emotional development. • Identify and provide tiered supports for students through the implementation of a comprehensive guidance program in alignment with American School Counselor Association (ASCA) standards/domains and related to academic development, personal social development and college/career goals 	\$7,280,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> District-wide implementation of Tier 1 social-emotional supports by all staff inclusive of teacher, counselors, instructional classified staff, and administrators 		
2.5	Attendance and Engagement	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.	\$527,588.00	No
2.6	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 comprehensive 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 	\$3,944,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	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.	\$209,418.00	Yes
2.8	Universal Transitional Kindergarten Expansion	<p>Implement Universal Transitional Kindergarten (TK) expansion with a phased-in approach by expanding the number of classrooms based on demographic projections. Support TK instruction through the following:</p> <ul style="list-style-type: none"> • Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and implement the model in the classroom • Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts) • Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings • Use developmental observations to identify children's emerging skills and support their development through daily interactions • Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction • Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills • Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity, and new learning 	\$480,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Transportation to School	Provide transportation for students between home and school.	\$4,738,474.00	Yes

Goal Analysis [2022-23]

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.

In Goal 2, Action 1, training and materials were budgeted for Science, Technology, Engineering, Art, and Mathematics (STEAM) for elementary teachers. Staff engaged this year in the planning and research necessary to identify a training provider. Plans are in place and funds have been budgeted to implement STEAM training and curriculum at four elementary schools in 2023-24. There were no additional substantive differences in planned actions and actual implementation of the actions in Goal 2, except where staffing challenges have occurred that have resulted in decreased services, such as with attendance liaisons.

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

In Goal 2, Action 1, there is a material difference between the budgeted expenditures and the estimated actual expenditures because planned improvements to the Heating/Ventilation/Air Conditioning at Woodland High are still in the early stages and funds have not yet been spent. Plans are in place to replace rooftop units at the school, and this work is expected to begin in 2023-24. In Action 2.5, there is a material difference due to vacancies in staffing for budgeted positions, including Attendance Liaisons and a Child Welfare and Attendance Administrator. In Action 2.6, there is a difference between budgeted and actuals because funds were budgeted for teacher meetings, such as Action Teams, that were not spent. Due to substitute shortages, action team meetings were held after school, which has led to fewer teachers participating.

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

In Action 2.1, Basic Services: the district has engaged in a history/social science adoption this school year in order to update the curriculum. New textbooks are being purchased for implementation in 2023-24. The district has implemented additional replacement and supplemental core curriculum to support students with special needs. This includes an online replacement core curriculum, Unique Learning Systems, which is designed to support students learning styles based on the functional academic life skills domains.

For Action 2.2, Professional Development: Professional development has been provided for all teachers during our five days of PD in August as well as across 8 districtwide professional development sessions during the year, on early release Wednesdays. Focus areas included universal design for learning, English learner supports and instructional strategies, early literacy, and inclusive practices. Classified staff in instructional support roles have received training in early literacy. The professional development was effective in ensuring all staff receive training in district focus areas. Additional special education specific professional development has been provided during the August days and

ongoing at least biweekly throughout the school year. This pd includes, but is not limited to, topics around due process and special education process under federal and state requirements, assessments, learning strategies, behavioral supports, IEP and goal development.

For Action 2.3, Data Review and Analysis: The district implemented the district Data Dashboard. Training was provided for all administrators, as well as for secondary teachers. The dashboard has become an essential tool used in many settings, including Student Study Team meetings, School Site Council meetings, and Tier 2 meetings.

For Action 2.4, Academic and Social-Emotional: Each school site has a Wellness Team which is inclusive of site administrator, School Counselor, Social Worker, General Education Behavior Specialist and Attendance Liaison. At each school site, the Wellness Team meets weekly to discuss students and families who may need additional support to address their behavioral, social-emotional, behavioral and mental health needs. School sites are implementing Positive Behavior Interventions and Supports (PBIS) to improve school climate, culture and improve positive behavior. Some of the Tier I interventions being implemented include creating welcoming school environments, building relationships with students and families, teaching school expectations and acknowledging and reinforcing appropriate behaviors. By March 2023 there were 146 small groups (Tier II) offered at the elementary and secondary school sites in 6-8 week cycles supporting students' social-emotional learning (SEL) needs. The groups are focused on various topics including social skills and self empowerment, managing stress and anxiety and self-regulation. The counseling small group intervention resulted in students moving back to Tier I supports only. Also, students who had previously rated as some or high risk on the universal behavior screeners moved to low or some risk after the counseling support. If a student has mental health needs that require ongoing support then a Tier III referral can be made so the student can receive therapy from a Mental Health Clinician. All of our staff (certificated and classified) are supporting students' social-emotional needs through Tier I supports such as building relationships with students and staff, praising appropriate friendship interactions between students and modeling positive engagement using an authentic and warm tone of voice. Our four Social Workers have been supporting families by providing linkage and direct support to community resources for students and their families to access appropriate support related to basic needs as well as social-emotional and mental health needs.

For Action 2.5, Attendance and Engagement: Currently we are unable to keep up with the demand of student need in the area of truancy and chronic absenteeism. We have put in place attendance campaigns and incentives and hope to see the effects of that in the weeks to come. We continue to meet with families and follow the education code requirements of parent notification and meetings with our most severe cases.

For Action 2.6, Early Literacy: Early literacy paraprofessionals and elementary library techs have received training and support from Teaching and Learning staff. These trainings have been well attended and participants have provided positive feedback.

For Action 2.7, Foster/Homeless Supports: We have a robust foster/homeless program. Our families receive materials and supports to a variety of programs both within our district and are connected to county programs as well. Our foster/homeless liaison meets with and monitors each family to ensure they are receiving the appropriate services.

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

Action 2.1 will include a Science curriculum adoption for all grades K-12. The adoption will require the establishment of a piloting committee of teachers from across the district, who will select the curriculum to be piloted, use the curriculum for an established time period, collect student feedback, and provide their own input through group debrief sessions.

Action 2.4 will be augmented. By establishing Wellness Teams this year we have been able to support students behavioral, social-emotional, and mental health needs. It has also allowed us to support parents by providing them with linkage and direct support to meet their basic needs as well as mental health needs. This has created a collaborative and supportive relationship between school staff and families in order to support students. Based on input from staff, referrals and data, increasing the support staff to address behavioral, social-emotional and mental health needs would help us to support more students and families. The LCAP for 2023-24 includes additional funding to increase our contract for Mental Health Clinicians from 2 FTE to 6 FTE and Social Workers from 4 FTE to 5 FTE and to increase our own staffing for General Education Behavior Specialists from 3 FTE to 6 FTE.

Action 2.5 will be augmented. Attendance Liaisons are an integral part of the Wellness Team at each of our sites. They meet with site support staff and admin weekly to review student needs in the area of attendance and truancy. In addition to their wellness team responsibilities they monitor daily attendance, truancy and chronic absenteeism. They work with families to meet and discuss in a one on one setting supports that the school and district can put in place to mitigate truancy factors. They conduct home visits and work through the Student Attendance Review Board process to bring forward our most critical truancy issues. Currently our liaisons serve approximately 3,200 students each. With a chronic absenteeism rate of 36.6% they are closely monitoring and supporting over one thousand students each. With the addition of 3 FTE attendance liaisons we will be able to focus efforts on mitigating truancy concerns and supporting students and families more effectively.

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

Goals and Actions

Goal

Goal #	Description
3	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%.	In 2020-21, a total of 102 students were reclassified. As of April 2022, 151 students have been reclassified for the 2021-22 school year.	As of February 2023, 305 students have been reclassified for the 2022-23 school year.		Increase by 2%
Performance level on the English Learner Progress Indicator	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. For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and	Due to the Covid-19 pandemic, there is no English Learner Progress Indicator.	The English Learner Progress Indicator shows that 50.7% of our English Learners are making progress toward English language proficiency.		Performance Level of Medium

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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%</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>				
<p>Number of long term English Learners (middle and high school only)</p>	<p>For 2019-20, the number and percent of long term English Learners is as follows: Douglass Middle = 48 (11%) Lee Middle = 45 (13.8%) Woodland High = 69 (9.9%) Pioneer High = 82 (10.4%)</p>	<p>For 2020-21, the number and percent of Long Term English Learners is as follows: Douglass Middle = 87 (55%) Lee Middle = 81 (79%) Woodland High = 92 (79%) Pioneer High = 140 (74%)</p>	<p>For 2022-23, the number and percent of Long Term English Learners is as follows: Douglass Middle = 100 (23.9%) Lee Middle = 65 (22.7%) Woodland High = 71 (11.8%)</p>		<p>Decrease the number of LTEL by 3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Cache Creek = 17 (29.8%)	Cache Creek = 13 (93%) * * this data is to be reviewed with great caution as there was no SBAC data available in 2020-21 which is needed to accurately determine long term English learners and 2020-21 ELPAC was also administered online.	Pioneer High = 105 (13.5%) Cache Creek High = 29 (33%) * internal data		
District rating of EL Roadmap Principles 1-4 on the self-assessment	Principle 1 = 2/4 Principle 2 = 2/4 Principle 3 = 2/4 Principle 4 = 2/4	Principle 1 = 2/4 Principle 2 = 2/4 Principle 3 = 2/4 Principle 4 = 2/4	Sites continue to receive professional development on the implementation of the EL Road Map and PLC. Professional development has had a strong focus on Principle 2: Effective EL instruction via PROMESA and EL RISE.		Improve the rating on all four principles to a 3/4.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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> <ul style="list-style-type: none"> • District wide training focused on CA integrated and designated ELD standards via the EL Rise grant for 2021-22 and 2022-23. • Community of practice meetings through EL Rise to increase number of teachers implementing ELD standards based instruction • Build capacity of coaches and EL specialists to support improvement of practice • 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. • Monitoring and Implementation of ELD standards in the classroom through development of ELD walkthrough tool, and implementing of regularly scheduled district wide walk throughs. <p>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>	\$240,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	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> <ul style="list-style-type: none"> Professional development (PD) and coaching: EL specialist to model and collaborate with staff to implement research based instructional strategies for integrated ELD instruction in content areas, as well as provide PD. 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. Program placement and services are informed by formative and summative academic and language development results, including primary language assessments when appropriate. 	\$142,200.00	Yes
3.3	Systems of Support	<p>Provide targeted support for English Learners through:</p> <ul style="list-style-type: none"> EL Specialists, EL Teachers on Special Assignment, and clerical support 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 Hiring practices that ensure qualified, bilingual staff Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus. 	\$2,552,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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 • Summer program prioritization for EL students to continue acceleration and differentiation. • Preschool program- explicit and dual immersion and PD, implementation of grants including SEAL and First 5. • Tutors and/or paraprofessionals to provide supplemental support for newcomers at secondary schools. <p>Site provided funds to implement improvement strategies.</p>		
3.4	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> <ul style="list-style-type: none"> • Provide professional development for teachers, staff, and administrators on family engagement, welcoming environments, and cultural sensitivity. • 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. • Build capacity for parent professional learning and leadership development, especially targeting the English learner parent population. • Provide parent and family support through Community and Family Engagement specialists at each school site. 	\$1,005,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	English Language Development	Ensure that all students who are English Learners have instruction in designated and integrated English Language Development. Students are provided with a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. English Learners are provided access to the full curriculum in addition to appropriate English Learner supports and services.		Yes

Goal Analysis [2022-23]

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.

Action 3.1 was not fully implemented. Year 2 of professional development for general education teachers focused on English Learners in Special Education was planned but not implemented.

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

In Action 3.1, funds were budgeted to support Year 2 of professional development for general education teachers focused on English Learners in Special Education. These funds were not spent because this action was not fully implemented. This action will be implemented in 2023-24. There were no material differences between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services. Our methodology for including the planned percentage of 2.4% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE, and at secondary, use the actual FTE for the number of ELD sections that the teacher has.

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

Actions 3.1, Standards-based Instruction and 3.2, English Learner Profiles: Implemented year 3 of the EL RISE grant which focuses on high leverage EL effective strategies including EL typologies. Entire teaching staff received EL PD including collaboration time and commitment to EL strategies districtwide. Conducted monthly after school and full day collaboration with all secondary ELD 1-5 teachers which included data analysis, curriculum alignment, assessment, engagement strategies etc. English Learner Specialists all received 6 full days of coaching training and provided coaching and professional development to teachers on site. The coaching training includes a framework for supporting teachers and their instructional practice, and aligns with Professional Learning Communities.

Action 3.3 Systems of Support: EL specialists(ELS)/Teachers on Special Assignment (TOSA) continue to analyze and collaborate on EL data. Program interventions and services are created and provided based on need and the learned EL PD. EL specialists model lessons for staff, provide PD and coaching on a consistent basis. Paraprofessionals were hired for all 4 sites with a total of 9 paraprofessionals supporting our ELs on a daily basis. Sites continue to receive funds to provide additional support and interventions as needed. The additional English Language Development (ELD) sections provided in the LCAP allow us to have smaller ELD classes at our secondary sites.

Action 3.4, Family Engagement: Provided 48 Project Inspire parent professional development sessions, along with Dual Immersion parent sessions, and the Latino Literacy Project. Staff continue monitoring the translation of all messages via Parent Square to ensure that all communications are accessible by our Spanish-speaking families. All 12 Community and Family Engagement (CAFE) specialists were fully staffed. DELAC continues to provide vital input to LCAP and the Board and Superintendent.

Action 3.5, English Language Development: High quality PD delivered by EL Rise grant to all teachers K-12 during the August professional development days, as well as during three district-wide Wednesday professional development sessions. English Learner paraprofessionals were also provided professional development by English Learner services staff on effective teaching strategies for designated ELD classrooms. EL placement including EL schedules are reviewed and monitored to ensure full access. We continue to monitor EL achievement data and will continue with aligning our initiatives with the EL Road Map. To support this work we have provided administrators with new recommendations for School Plan for Student Achievement (SPSA) Metrics in order to better align the SPSA with this action.

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.

There are no changes to the goal, metrics, outcomes, or actions for the coming year.

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

Goals and Actions

Goal

Goal #	Description
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 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.	The district has newly established partnerships with Communicare, Northern Valley Indian Health, and the Woodland Youth Plan Collaborative.	The district has established new partnerships this year with Americorps, iCook and Little Heroes as part of our expanded afterschool offerings. We also have established a new partnership with Sacramento Valley College Corps and the Woodland Tennis Club. The district has established an additional partnership with the Native Dads Network, to provide cultural programming and support to Native American students. We have re-established our partnership with Yolo Farm to Fork and extended that partnership to include Dinner on Main.		Ten total partnerships are established and goals are set with each community partner to increase student engagement and leadership opportunities.
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	All schools have student advisory councils. We are working on helping all sites to meet	In 2022-23, all sites have an active Youth Advisory. Most sites meet monthly (and some even more		All schools have students participating in Student Advisory Councils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in Student Advisory Councils.	consistently, as well as providing necessary support to admin/group leaders to make meetings enjoyable and productive.	frequently). Additionally, the lead facilitators for these groups have access to a monthly support meeting to discuss best practices and share resources. Across all sites, 70 meetings have been held, with a total of 241 students serving in this capacity.		
Number of extracurricular and cocurricular programs offered, focused on student engagement and leadership opportunities.	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 following cocurricular activities: sports, student government (high school), leadership (middle school), and school clubs.	The district has provided student leadership opportunities through conferences and other youth engagement events: the California Association of African-American Superintendents and Administrators Youth Leadership Conference (5 students attended), Yolo African American Student Leadership Conference (offering 20 youth spots), the Yolo Youth Empowerment Summit (offering 20 youth spots), the	The district continues to offer the following extracurricular activities: art instruction for elementary and middle school GATE students, band instruction and performances for elementary, middle, and high school students. The district continues to offer the following co-curricular activities: a variety of league sports at our middle and high schools, intramural sports in upper elementary, student government		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
		<p>Cesar Chavez Youth Leadership Conference (offering 20 youth spots), and the Ed100 Academy for Student Leaders (offering 10 youth spots).</p>	<p>and Link Crew (high school), leadership and WEB (middle school), Career Technical Student Organizations and a variety of school clubs in our elementary, middle and high schools.</p> <p>In addition to the extra and co-curricular activities, the district has provided access to student leadership opportunities through conferences and other youth engagement events: The Steps to College Fair (26 students registered), Yolo EmpowHER Conference (30 students attended), and we are currently registering students to attend the Kifalme Youth Gathering at the end of April and the Cesar Chavez Youth Leadership Conference at the beginning of May.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%	On the California Healthy Kids Survey given in April 2022, the percent of students reporting a high level of meaningful participation: 5th grade - 40% 7th grade - 26% 9th grade - 15% 11th grade - 17% CCHS - 16%	On the California Healthy Kids Survey given in March 2023, the percent of students reporting a high level of meaningful participation: 5th grade - 41% 7th grade - 26% 9th grade - 20% 11th grade - 18% CCHS - 16%		50% of students report a high level of meaningful participation
Number and percent of students providing input to the School Plan for Student Achievement (SPSA) through surveys	In 2020-21, there were 3,303 students who provided input through surveys (35%).	In 2021-22, there were 4985 students who provided input through surveys (53%).	In 2022-23, there were 5,409 students who provided input through surveys (58%).		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%); Low Performing academically 43; newcomers: 10; athletes: 20; RFEP: 24 (10%); leadership: 12;	524 students overall provided input to the SPSA through focus groups, which is 5.6% of students. Detailed demographic data is not available for this school year.	524 students overall provided input to the SPSA through focus groups, which is 6% of students. Detailed demographic data is not available for this school year.		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
	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				
Number of students earning the State Seal of Civic Engagement	This recognition is still in development. In 2020-21, there are 0 students receiving the State Seal of Civic Engagement.	In 2021-22, district staff participated in a 5 session training on strategies for implementation of the State Seal of Civic Engagement. The planning group will convene this summer to develop a process for moving this goal forward in 2022-23.	In fall 2023, meetings took place to create a blueprint for the development of our district's criteria, rubric, recommendations for a Board Resolution, and a target list of teachers to engage. Plans for moving forward include recruiting members for the workgroup who will solidify the structures and processes for implementation.		25 students receive the State Seal of Civic Engagement.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community Partnerships	<p>Continue to foster and develop internal and external partnerships to support the needs of all PreK-Adult Education students to include:</p> <ul style="list-style-type: none"> • MOUs with community based organizations in social, emotional, behavioral, and academic areas • Increase connection with industry sector partners to support the expansion of course offerings, CTE pathways, internships and certification opportunities • Develop systems to monitor student participation to ensure proportionality 	\$595,000.00	No
4.2	Professional Development	<p>Provide professional development to support youth development, including building staff capacity to...</p> <ul style="list-style-type: none"> • conduct student focus groups and feedback sessions and act on feedback provided by youth • understand and put into practice youth development by means of Youth Development Institutes (YDIs) and follow-up coaching • create opportunities for embedding student voice and choice in the instructional program • understand and address the unique needs of historically underserved students of color 	\$185,000.00	No
4.3	Development of Youth Plan	Provide funding and staff support for the development of the Woodland Youth Plan.	\$399,200.00	No

Goal Analysis [2022-23]

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.

There are no substantive differences in planned actions and actual implementation for the actions in Goal 4.

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

There are material differences between the budgeted and estimated actual expenditures in all actions in Goal 4. In Action 4.1, new partnerships were established as planned but the funds budgeted for those partnerships were not needed. In Action 4.2, Professional Development, and 4.3, Development of Youth Plan, there is a material difference between budgeted and estimated actual expenditures due to a mid year staffing vacancy that resulted in a decrease in staffing costs.

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

Action 1: Educational Services directors have been very successful in establishing new partnerships that directly support students, with several new partnerships being established this year.
Action 2: Professional development was implemented as outlined in this action. New staff, still to be hired, will be continuing the work to implement professional development and follow up coaching.
Action 3: The Woodland Youth Plan was adopted by the board and city council in April 2023. The next step is that the new director of youth engagement will be in charge of creating an implementation plan.

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.

There are no changes to this goal, metrics, outcomes, or actions for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$27,899,652	\$2,020,856

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.33%	0.00%	\$0.00	31.33%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Several actions in our Goal 2 (Meeting Student's Social-Emotional and Academic Needs) are provided on an LEA-wide basis but are specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations.

* After assessing the needs, conditions, and circumstances of our unduplicated students we have determined that there is a significant achievement gap between these students and students who are not English Learners, low income, and Foster Youth. On the statewide summative assessments given in 2022, low income students are 31.5% Meeting Standard in English Language Arts and 18.1% Meeting Standard in Math, which is 19.3 percentage points lower than students who are not socioeconomically disadvantaged in ELA and 19.9 percentage points lower in math, who are 50.8% Meeting Standard in ELA and 38% Meeting Standard in Math. On the California School Dashboard for English Language Arts, all student groups except Asian, Filipino, and White students are at the Low or Very Low performance level. In Math, all student groups are at the Low or Very Low performance level. When reviewing secondary student grade point averages for the 2022-23 school year, we see that grading outcomes are disproportionate, when comparing English Learners to the all student group. For English Learners, low income students, and all students, the following are the percentage of students with a 2.0 grade point average or less:

- 7th grade: 37% EL; 16% all students
- 8th grade: 34% EL; 15% all students
- 9th grade: 50% EL; 30% all students
- 10th grade: 40% EL; 25% all students
- 11th grade: 56% EL; 30% all students
- 12th grade: 30% EL; 14% all students

We have identified several improvement efforts within Goal 2 to address the achievement gap: (1) professional development; (3) school site funds for interventions; (4) early literacy supports and training.

The improvement effort that we have identified to address this academic gap is outlined in Action 2: Professional Development, 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 and supports
- Instructional strategies to support English Learner achievement
- Diagnosing and addressing learning loss and accelerating learning progress
- Youth Development

The district has a District-wide Wednesday Professional Development Calendar, which ensures that all teachers participate in the training. This PD 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.

The second improvement effort we have identified is providing school site funds for interventions in Goal 2, Action 3, designed to provide intervention supports for students who need them. Sites are provided with funds that are used to increase staffing, to provide intervention and remediation during the school day, as well as provide tutoring after school. School sites target unduplicated students for enrollment in interventions.

The third improvement effort we have identified to address the achievement gap in Goal 2, Action 6 is early literacy supports and training. Teachers and support staff at four schools in grades TK - 2nd will receive training in specific foundational literacy strategies, which are proven effective at closing the early literacy gap for students who are English Learners. The training and support will serve as a framework for the expansion of this initiative in future years. 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 2023-24 provides for time within the contract day for teachers and staff to attend training, in order to ensure that all can attend. Additionally, the district had school site funds for interventions but did not also have a data dashboard that would help school site administration and teachers identify students in need of intervention. In the previous 2017-20 LCAP, the district did not have funds for early literacy training and support.

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: Social-emotional learning curriculum, staffing, and supports.

* After assessing the needs, conditions, and circumstances of our Foster and Homeless Youth, English Learners, and low income students, we have determined that English Learners, Foster Youth, and Low Income students have a higher need for social-emotional supports. On the SEL universal screening given in Fall 2021 and Spring 2022, English Learners had an average percentile of 37 (Fall 2021) and 40 (Spring 2022), while students who are not English Learners had an average percentile of 42 (Fall 2021) and 44 (Spring 2022), a gap of several percentage points. On the SEL screening for Fall 2022, English Learners are not as at risk as all students (3% at high risk for ELs compared to 4% at high risk for all students), so the district believes that the supports outlined in the LCAP for SEL are effective. For students who are low income, 5% are at high risk on the Spring 2023 SEL screening, compared to 3% at high risk for all students. Among Foster Youth, 8% are at high risk on the Spring 2023 SEL screening. For students who are Foster and Homeless Youth and low income students, the chronic absenteeism data for 2021-22 indicates a need for social emotional supports to support student engagement in school. The chronic absenteeism rate for all students was 36.4%, while the rate for Foster Youth was 58.8%, for Homeless Youth was 62.2%, and for low income students was 40.7%. The district asserts that providing social-emotional learning curriculum and universal screening, and making counseling and other supports available to students during the school day is a necessary and important improvement designed to address the mental health and behavioral needs of our unduplicated students.

In the previous 2017-20 LCAP, the district did not provide Social-Emotional Learning curriculum or universal screening and SEL supports were provided on a limited basis. During the development phase of the current LCAP, the district's community and educational partners prioritized social-emotional learning supports. The district identified SEL curriculum, SEL universal screening, and additional SEL staffing to support student needs.

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, and transportation for students living a certain distance away from school.

* 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 certain basic services to students, including devices and connectivity to all students, and transportation for students who live a distance away from their home school. 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 terms of transportation, we know that attendance is critical to student engagement, and with the geographic spread of the school district and transportation to school being a potential barrier for students, it is important for the school district to provide home/school transportation, as well as transportation for athletics programs.

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 continuing to expand 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 three 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, when comparing English 9 to English 9 Advanced, 77% of English 9 students are Hispanic/Latino,

13% are White, and 79% are low income, while in English 9 Advanced, 53% are Hispanic/Latino, 24% are White, and 60% are low income. When comparing Chemistry to Honors Chemistry, 68% of students in Chemistry are Hispanic/Latino, 19% are White, and 71% are low income, while in Honors Chemistry, 49% are Hispanic/Latino, 23% are White, and 46% are low income.

In the previous 2017-20 LCAP, the district had an action which addressed the broad course of study, in 2022-23 the district added several new features which are designed to ensure the district and its school make more progress towards equity and access for all students, which are continuing in 2023-24. The new features include: conducting a district-wide equity audit and expanded training for ethnic studies.

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 (ELD), 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 Plan, which is accessible on the district webpage here: <https://www.wjUSD.org/Programs/English-Learner-Services/Title-III--EL-Master-Plans/index.html>

Another action within Goal 3 that is designed to address the English Learner achievement gap is Action 4: English Language Development, which the district has identified as a focus area and improvement strategy. Ensuring that all students who are English Learners receive both designated and integrated English Language Development is outlined in this action and is essential for students developing their language skills. Students who are English Learners must be provided with a rigorous, intellectually-rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. Access to the full curriculum is provided in addition to designated English Language Development. Our methodology for including the planned percentage of 2.4% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE, and at secondary, use the actual FTE for the number of ELD sections that the teacher has.

* After assessing the needs, conditions, and circumstances of our Foster Youth, we have determined that our actions outlined in the previous LCAP to support Foster Youth have had a positive impact on their graduation outcomes. According to CDE's Dataquest for the 2020-21 school year, which is the last year that a graduation rate for Foster Youth is available, the cohort graduation rate for all students in the district was 92.5%, while the cohort graduation rate for Foster Youth was 100%. English Learners have a cohort graduation rate of 78.6%, Migrant Students are at 87.5%, Students with Disabilities are at 71.8%, and Socioeconomically Disadvantaged students are at 90.9%. The district plans to continue the supports provided to support positive outcomes for Foster Youth.

In terms of chronic absenteeism, the California School Dashboard for 2019 shows that Foster Youth had a chronic absenteeism rate of 52.1%, which is Very High. While the All Student group is also at the Very High Level, the rate is 36.6%, which is a 15.5% 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 31.33%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional Concentration Grant funds will be directed to schools that have more than 55% enrollment of low-income students, English learners, and foster youth, including: Beamer Elementary School, Dingle Elementary School, Freeman Elementary School, Gibson Elementary School, Maxwell Elementary School, Plainfield Elementary School, Woodland Prairie Elementary School, Tafoya Elementary School, Whitehead Elementary School, Douglass Middle School, Lee Middle School, Pioneer High School, Woodland High School, and Cache Creek High School. These additional funds will be used to provide staff support to increase direct services to students, including intervention support, counseling, attendance support staff, and family engagement specialists. In Goal 2, Action 2.4, Student Academic and Social Emotional Needs, provides tiered structures and systems of support for students, and Action 2.5, Attendance and Engagement, provides attendance staff support. In Goal 3, Action 3.4, Family Engagement, provides Community and Family Engagement Specialists to support home/school communication.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	26:1	33:1
Staff-to-student ratio of certificated staff providing direct services to students	19:1	18:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,363,127.00	\$7,819,704.00		\$9,186,436.00	\$49,369,267.00	\$27,189,944.00	\$22,179,323.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Graduate Profile Implementation	All	\$68,800.00				\$68,800.00
1	1.2	Course of Study	English Learners Foster Youth Low Income	\$3,885,684.00	\$1,693,269.00		\$1,420,470.00	\$6,999,423.00
1	1.3	Family Support and Communication	English Learners Foster Youth Low Income	\$481,500.00				\$481,500.00
1	1.4	Strengthen Biliteracy Programs	English Learners Foster Youth Low Income	\$85,000.00				\$85,000.00
2	2.1	Base Program, Materials, and Facilities	All	\$7,373,741.00	\$2,061,372.00		\$3,952,074.00	\$13,387,187.00
2	2.2	Professional Development	English Learners Foster Youth Low Income	\$2,691,500.00	\$201,768.00		\$60,555.00	\$2,953,823.00
2	2.3	Data Analysis and Review	English Learners Foster Youth Low Income	\$1,867,743.00			\$1,226,229.00	\$3,093,972.00
2	2.4	Student Academic and Social Emotional Needs	English Learners Foster Youth Low Income	\$4,457,739.00	\$1,884,228.00		\$938,755.00	\$7,280,722.00
2	2.5	Attendance and Engagement	All	\$520,100.00			\$7,488.00	\$527,588.00
2	2.6	Early Literacy	English Learners Foster Youth Low Income	\$1,113,424.00	\$1,926,667.00		\$903,995.00	\$3,944,086.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Foster/Homeless Student Support	Foster Youth	\$80,000.00	\$12,400.00		\$117,018.00	\$209,418.00
2	2.8	Universal Transitional Kindergarten Expansion	All	\$480,000.00				\$480,000.00
2	2.9	Transportation to School	English Learners Foster Youth Low Income	\$4,738,474.00				\$4,738,474.00
3	3.1	Standards-based Instruction	English Learners	\$220,100.00			\$20,000.00	\$240,100.00
3	3.2	English Learner Profiles	English Learners	\$102,200.00			\$40,000.00	\$142,200.00
3	3.3	Systems of Support	English Learners	\$2,064,650.00			\$487,852.00	\$2,552,502.00
3	3.4	Family Engagement	English Learners Foster Youth Low Income	\$953,272.00	\$40,000.00		\$12,000.00	\$1,005,272.00
3	3.5	English Language Development	English Learners					
4	4.1	Community Partnerships	All	\$595,000.00				\$595,000.00
4	4.2	Professional Development	All	\$185,000.00				\$185,000.00
4	4.3	Development of Youth Plan	All	\$399,200.00				\$399,200.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$89,058,730	\$27,899,652	31.33%	0.00%	31.33%	\$22,741,286.00	2.40%	27.94 %	Total:	\$22,741,286.00
								LEA-wide Total:	\$20,189,336.00
								Limited Total:	\$2,551,950.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,885,684.00	
1	1.3	Family Support and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$481,500.00	
1	1.4	Strengthen Biliteracy Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Beamer, Dingle, Woodland Prairie	\$85,000.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,691,500.00	
2	2.3	Data Analysis and Review	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,867,743.00	
2	2.4	Student Academic and Social Emotional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,457,739.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,113,424.00	
2	2.7	Foster/Homeless Student Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$80,000.00	
2	2.9	Transportation to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,738,474.00	
3	3.1	Standards-based Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$220,100.00	
3	3.2	English Learner Profiles	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$102,200.00	
3	3.3	Systems of Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,064,650.00	
3	3.4	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$953,272.00	
3	3.5	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		2.4%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$40,315,657.00	\$36,347,389.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Graduate Profile Implementation	No	\$35,980.00	\$34,852
1	1.2	Course of Study	Yes	\$7,434,619.00	\$5,780,610
1	1.3	Family Support and Communication	Yes	\$477,330.00	\$419,091
1	1.4	Strengthen Biliteracy Programs	Yes		\$13,040
2	2.1	Base Program, Materials, and Facilities	No	\$9,602,519.00	\$7,205,891
2	2.2	Professional Development	Yes	\$2,541,123.00	\$2,683,389
2	2.3	Data Analysis and Review	Yes	\$3,145,028.00	\$3,005,785
2	2.4	Student Academic and Social Emotional Needs	Yes	\$4,925,401.00	\$5,701,831
2	2.5	Attendance and Engagement	No	\$315,500.00	\$190,301
2	2.6	Early Literacy	Yes	\$3,251,689.00	\$2,707,392

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Foster/Homeless Student Support	Yes	\$155,826.00	\$118,642
2	2.8	Universal Transitional Kindergarten Expansion	No	\$185,000.00	\$163,513
2	2.9	Transportation to School	Yes	\$3,659,842.00	\$4,225,225
3	3.1	Standards-based Instruction	Yes	\$184,500.00	\$120,767
3	3.2	English Learner Profiles	Yes	\$28,000.00	\$39,514
3	3.3	Systems of Support	Yes	\$2,495,500.00	\$2,486,820
3	3.4	Family Engagement	Yes	\$731,800.00	\$881,047
3	3.5	English Language Development	Yes		
4	4.1	Community Partnerships	No	\$527,000.00	\$286,665
4	4.2	Professional Development	No	\$175,000.00	\$108,149
4	4.3	Development of Youth Plan	No	\$444,000.00	\$174,865

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$20,151.152	\$15,647,979.00	\$15,584,579.00	\$63,400.00	2.40%	2.40%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Course of Study	Yes	\$2,733,764	\$2,763,070		
1	1.3	Family Support and Communication	Yes	\$477,330	\$419,091		
1	1.4	Strengthen Biliteracy Programs	Yes		\$13,040		
2	2.2	Professional Development	Yes	\$213,000	\$162,179		
2	2.3	Data Analysis and Review	Yes	\$1,786,743	\$1,647,500		
2	2.4	Student Academic and Social Emotional Needs	Yes	\$3,463,000	\$3,480,783		
2	2.6	Early Literacy	Yes	\$252,000	\$94,788		
2	2.7	Foster/Homeless Student Support	Yes	\$15,000	\$18,888		
2	2.9	Transportation to School	Yes	\$3,659,842	\$4,225,225		
3	3.1	Standards-based Instruction	Yes	\$164,500	\$120,767		
3	3.2	English Learner Profiles	Yes	\$28,000	\$1,564		
3	3.3	Systems of Support	Yes	\$2,193,000	\$1,805,481		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Family Engagement	Yes	\$661,800	\$832,203		
3	3.5	English Language Development	Yes			2.4%	2.4%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$83,350,435	\$20,151.152	0.00%	0.02%	\$15,584,579.00	2.40%	21.10%	\$0.00	0.00%

Instructions

[Plan Summary](#)

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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