

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Woodland Joint Unified School District (WJUSD) serves students (10,072) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Woodland is a vibrant agricultural community with a rich tradition of community members supporting the teaching and learning of all students. The District runs a fully accredited, robust educational program, with preschools and transitional kindergarten, 10 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and alternative educational options including Home/Hospital, K-8 Home Study, and Community Day School. 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.

As our school district continues to increase enrollment, district staff is responding to the growth by building systems of support for students, parents, and staff in response to the current and future needs of our students to be viable members of our community upon graduation.

A breakdown of student enrollment for the 2016-17 school year follows.

	2016-17	
	#	%
Total Enrollment	10072	
English Learners	2571	26%
Gifted and Talented Education	1706	17%
Title I Migrant	196	2%
Special Education	1286	13%
Foster	54	0.5%
Free and Reduced Meal (FRPM)	6387	63%
Unduplicated (Foster, EL, FRPM)	6888	68%
Hispanic	6851	68%
American Indian/Alaskan Native	54	0.5%
Asian	493	5%
Black/African American	139	1%
Native Hwn/Other Pacific Islander	36	0.4%
White	2244	22%
Multiple	146	1%
Missing	61	0.6%

LCAP HIGHLIGHTS

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

The 2017-18 Local Control and Accountability Plan for the Woodland Joint Unified School District builds upon the successes of the last two years. Over the last two years, the District has worked to put systems in place that provide the framework for continuous improvement. Many of these systems, and the staff that provide support, will continue in the 2017-18 LCAP. The District has seen significant growth in English Learner achievement in the past year, and plans to build on that success. English Learners had significant growth in English Language Arts and Mathematics, as measured by the Smarter Balanced Assessment, as well as appreciable increases in the number of reclassified students, and the number of students receiving the Seal of Biliteracy.

Changes to the 2017-18 LCAP include alignment of goals, metrics, and actions, to promote linkages between all 3 components of the plan. Previous plans have included an overwhelming number of actions (LCAP 2016-17 had 29 actions in Goal 1), which has led to a number of actions that were not implemented. In order to simplify the work and ensure that the actions that support teaching and learning are implemented, the district has undertaken realignment of actions and services.

Goal 5 will be added to reflect the district's commitment to stakeholder engagement, and the actions that support that work will move as well, to ensure specificity in the meaningful ways in which we involve stakeholders.

REVIEW OF PERFORMANCE

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

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

- Development and consistent use of common district assessments in Reading, Math, and Social-Emotional well-being
- Implementation of 1:1 Chromebooks in grades 4-10
- Access to sixth grade Science camp for all students
- Expansion of dual enrollment possibilities with local community college
- Expansion of AVID to elementary
- Implementation of targeted summer school supports K-12
- Increased support at school sites to address chronic absenteeism, school climate, classroom management, targeted student support
- Development of additional after school enrichment programs
- Continued targeted support for English Learners
- Training for teachers by Quality Teaching for English Learners

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

GREATEST PROGRESS

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

GREATEST NEEDS

Needs as seen in the Dashboard are the Suspension Indicator and English Learner Progress. The Overall performance is in the Red performance category for Suspension Rate, and all student groups are in the Red or Orange performance level. This is an area of need. Several actions were put in place in the LCAP in 2015-16 and 2016-17, including regular monthly meetings with principals to engage in data analysis, training in student behavior for RTI specialists, who previously focused only on academic intervention, and PBIS coaches and counselors, who provide direct support to staff and students. What we expect is that when updated data is released on the Dashboard in November 2017, the district will improve significantly on the Suspension Rate Indicator. The district believes (and current data shows) that the supports we are providing, such as Positive Behavior Interventions and Supports (PBIS) coaches, and training and support for RTI Specialists and Counselors, is having an impact on student behavior. The LCAP for 2017-18 reflects a commitment to sustaining the staff and programs that are supporting student behavior.

The other area of need is English Learner Progress, which is in the Orange performance level. Current data shows that English Learners are being reclassified at a high rate (18% for 2016-17), so the district is confident that when the Dashboard is released with updated data, the English Learner Progress Indicator will improve. In 2016-17, the district engaged EL Specialists, teachers, and administrators in training by Quality Teaching for English Learners (QTEL). This training emphasized instructional strategies proven to be effective for English Learners, such as the integration of language instruction into content area teaching, learning as a social process, and vocabulary development.

According to the Smarter Balanced Assessment given in Spring 2016, there is a significant gap between All Students and English Learners. There is an even larger gap between All Students and Students with Disabilities. Based on analysis of these needs, we will develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following: large group professional learning, site professional learning communities, site-embedded coaching, observations, and feedback. We will also strengthen the capacity of instructional support teams and school-based leaders in designing and facilitating professional learning.

During the LCAP review process, the need to foster increased student agency, through the establishment of internal systems and structures to support self-monitoring and self-regulation of learning and behavior was evident. Steps we will take to address this need include the following: explicit instruction in the use of instructional technology for students to demonstrate their thinking and learning, personalized and expanded learning plans based upon students' strengths, interests, and needs, high quality counseling supports, research and development of coherent data management systems, and transparent course access and opportunities for all students aligned to post-secondary options.

The District's plan to address these gaps includes an effort to ensure that the actions in the LCAP are linked to the metrics and goals, and that there is clear alignment with all three components of the plan.

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

PERFORMANCE GAPS

The California School Dashboard and results from the California Assessment of Student Performance and Progress show that there is a performance gap between All Students and Students with Disabilities, English Language Learners, Foster students, and Low Income students in both English Language Arts and Mathematics.

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

The chart that follows shows the 2016 Smarter Balanced Assessment scores for both English Language Arts and Math.

% Met/Exceeded Standard	# (%) of Students Tested	2016	
		ELA	Math
All Students	5,436	40%	28%
English Learner	1305 (25%)	10%	9%
Low Income	3853 (73%)	32%	21%
Special Education	524 (10%)	7%	5%
Foster Youth	(<1%)	21%	7%

INCREASED OR IMPROVED SERVICES

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

WJUSD recognizes the unique needs of low-income students, English Learners, and foster youth. (1) In support of low income and all students, we will provide tiered support through the implementation of a comprehensive school guidance program in alignment with the American School Counselors domains related to academic development, personal and social development/interpersonal skills, and career development. (2) We will restructure the organization of Educational Services to provide nested professional learning opportunities connecting site and systems supports for adult learning, including a district wide instructional focus that will serve as the framework for organizing adult and student learning. (3) We will identify and support foster and homeless students at all schools to receive appropriate supports and interventions for their learning and we will also refine and adjust support for teachers and leaders in identifying and implementing integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD framework. We will increase and improve active stakeholder involvement.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$108,236,462

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$18,395,760

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

Costs not included in LCAP and covered by the District's General Fund Budget include, but are not limited to:

- (1) teacher salaries = \$28,533,344 (31%)
- (2) administrator salaries = \$4,484,193 (5%)
- (3) staff salaries = \$6,718,725 (7%)
- (4) student transportation costs = \$2,860,460 (3%)
- (5) maintenance of facilities = \$6,798,097 (7%)
- (6) special education costs = \$15,461,992 (17%)

\$88,891,573

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	All students will be grade level proficient in literacy, numeracy, and 21st Century Skills.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Board Goal 1</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1.1 Increase the percentage of students in both the Meets and Exceeds Standard levels on SBAC ELA and Math.
- 1.2 Increase the percentage of 1st through 3rd graders who meet standard in reading accuracy, rate, and comprehension, on the DIBELS Reading Passage benchmark assessment.
- 1.3 Increase the average writing score on the elementary WRITE assessment given 3 times per year.
- 1.4 Establish a baseline for Northwest Evaluation Association (NWEA) or iReady performance in grades 2 – 11 in ELA and Math, given 3 times per year.
- 1.5 Ninth – twelfth grade math teachers and administrators will receive training in the new math adoption.
- 1.6 Establish a baseline for implementation of instructional strategies supporting California Common Core State Standards.
- 1.7 Increase the number of technology devices used in all classes.
- 1.8 Increase teacher participation in technology-focused professional learning workshop.
- 1.9 All schools will increase technology-embedded lesson plans in resource library.
- 1.10 Williams compliance: maintain 100% compliance for instructional materials.
- 1.11 Maintain one hundred percent (100%) of Highly Qualified Teachers (HQT) to eliminate teacher mis-assignments.
- 1.12 Establish a baseline for district performance using the State Accountability Metrics, when they become available.

ACTUAL

- 1.1 The percentage of students at Meets/Exceeds Standard grew 4% in ELA and 4% in Math, from Spring 2015 to Spring 2016.
- 1.2 At Trimester 2, the percentage of first graders meeting benchmark for reading accuracy increased from 58% in 2015-16 to 59% in 2016-17, and for reading rate increased from 63% in 2015-16 to 67% in 2016-17. The percentage of second graders meeting benchmark for reading accuracy maintained at 79% in both years, and maintained at 62% for reading rate in both years.
- 1.3 The WRITE assessment average score has increased from the average in 15-16 for the following: Kindergarten (opinion writing), 2nd grade (personal narrative writing), and 4th grade (response to text writing). The average score remained the same or declined for all other grade levels and writing genres.
- 1.4 A baseline has been established for student performance in Reading and Math, using either iReady or NWEA, depending on the school. By the end of the 2016-17 school year, students in grades 2-11 will have taken either the iReady or the NWEA assessment three times.
- 1.5 15 math teachers have participated in training by the UC Davis Math Project.
- 1.6 The district has not yet implemented a system to measure implementation of instructional strategies.
- 1.7 3000 chromebooks were purchased and provided to students this year.
- 1.8 348 teachers attended professional development workshops so far this year, and 600 teacher coaching sessions were held with technology TOSAs.
- 1.9 Teachers are putting lessons in Google classroom. There has been an increase at all schools in Google classroom. TOSAs are also providing lessons and activities to teachers.
- 1.10 All schools are 100% Williams compliant.
- 1.11 The term Highly Qualified is no longer used, due to changes in the Every Student

Succeeding Act.

1.12 On the California School Dashboard, WJUSD's performance level is Yellow on the Academic Indicator, for English Language Arts and Math. WJUSD's Status is Low, but the Change is Increased, by 10.2 points for ELA and by 5.5 points for Math.

[ACTIONS / SERVICES](#)

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

Action	1	
Actions/Services	<p>PLANNED Student access and equity to literacy and numeracy standards - fund science camp for all sixth grade students.</p>	<p>ACTUAL All schools were provided funds so that all 6th grade students have the opportunity to attend science camp.</p>
Expenditures	<p>BUDGETED 1xxx- 6xxx Supplemental/Concentration \$360,000</p>	<p>ESTIMATED ACTUAL 1xxx - 6xxx Supplemental/Concentration \$360,000</p>
Action	2	
Actions/Services	<p>PLANNED Administrator LCAP Implementation system model for progress based on data determined needs. Fund 1 FTE LCAP Administrator to oversee LCAP implementation.</p>	<p>ACTUAL 1 FTE LCAP Administrator was funded and hired for the 2016-17 school year. This position oversees the implementation of the LCAP.</p>
Expenditures	<p>BUDGETED 1xxx - 6xxx Supplemental/Concentration \$183,000</p>	<p>ESTIMATED ACTUAL 1xxx - 6xxx Supplemental/Concentration \$147,581</p>
Action	3	
Actions/Services	<p>PLANNED a. In class coaching, workshops, and model lessons will be provided for TK-8 math teachers and administrators, with a focus on the newly adopted curricula.</p>	<p>ACTUAL Workshops and model lessons have been provided to TK-8 math teachers. In class coaching will occur in Spring 2017. All middle school math teachers have participated.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$80,000 5000-5999: Services And Other Operating Expenditures Title II \$50,000</p>	<p>ESTIMATED ACTUAL 1xxx-5xxx Supplemental/Concentration \$181,905</p>
Action	4	
Actions/Services	<p>PLANNED b. Training and support will continue for 9th - 12th grade math teachers to assist in the implementation of the adopted CA-S aligned instructional materials.</p>	<p>ACTUAL Training and support was provided for the 15 members of the 9th - 12th grade Math Action Team by the UC Davis Math Project. The training was specifically centered on developing deeper understanding of the new California Mathematics Standards, and in how to better implement the newly adopted math curriculum. Math Action Team members took what they learned back to their departments at their respective sites.</p>
Expenditures	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$60,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx Supplemental/Concentration \$26,400</p>

Action **5**

Actions/Services

PLANNED

c. Continued resources will be provided to secondary schools to finalize and implement Unit Study Guides for Math, and to ensure teachers can effectively develop and implement daily lessons (to support adoption of CA-S).

ACTUAL

All middle school math teachers and lead math teachers at the high school have received training on math standards and how to integrate the Unit Study Guides with the new math textbook.

Expenditures

BUDGETED

1xxx, 3xxx Supplemental/Concentration \$55,000

ESTIMATED ACTUAL

1xxx, 3xxx Supplemental/Concentration \$0

Action **6**

Actions/Services

PLANNED

d. Resources will be provided for the maintenance and implementation of the TK-12 math instructional program.

ACTUAL

Materials have not been purchased using Supplemental/Concentration funds. Teachers have collaborated during grade level or department meeting time to implement the TK-12 math instructional program.

Expenditures

BUDGETED

4000-4999: Books And Supplies Supplemental/Concentration \$80,000

ESTIMATED ACTUAL

4000-4999: Books And Supplies Supplemental/Concentration \$0

Action **7**

Actions/Services

PLANNED

e. Training will be provided to support TK-6 teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text, and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.

ACTUAL

This work has not been coordinated by the district office. Teachers have continued to collaborate as grade level teams, teacher teams, and site leadership teams by reviewing student work, analyzing student data, and making plans to implement lessons that address student needs.

Expenditures

BUDGETED

1xxx, 3xxx, 5xxx Supplemental/Concentration \$120,000

ESTIMATED ACTUAL

1xxx, 3xxx, 5xxx Supplemental/Concentration \$0

Action **8**

Actions/Services

PLANNED

f. Every pupil in the school district has sufficient access to the standards-aligned instructional materials. Systems in place for monitoring access to standards via master schedule, classroom observations, SBAC results, and Quarterly Reports of Materials Sufficiency.

ACTUAL

Five schools that were selected by the Yolo County Office of Education participated in the Williams Act audit in September, with no findings, to ensure that all students have sufficient access to standards-aligned instructional materials.

Expenditures

BUDGETED

\$0

ESTIMATED ACTUAL

\$0

Action **9**

Actions/Services

PLANNED
 g. Training will be provided through the Area 3 Writing Project, in partnership with local universities (CSUS/UCD) to support 7-12 ELA teachers in the effective integration of newly purchased CA-S aligned novels, short stories, poems, informational text and resources as well as the implementation of ELA Unit Study Guides to ensure teachers can effectively develop and implement daily lessons that include complex text teaching and learning skills.

ACTUAL
 This work was not coordinated by the district office this year.

Expenditures

BUDGETED
 1xxx, 3xxx, 5xxx Supplemental/Concentration \$100,000

ESTIMATED ACTUAL
 1xxx, 3xxx, 5xxx Supplemental/Concentration \$0

Action **10**

Actions/Services

PLANNED
 h. Resources and training will be provided to elementary and secondary schools to support the use of Close Reading in classrooms.

ACTUAL
 Resources have been provided to elementary and secondary schools to support the implementation of Close Reading in classrooms. Training has not been provided this year at the district level, but has transitioned to site-based support.

Expenditures

BUDGETED
 Supplemental/Concentration \$220,000

ESTIMATED ACTUAL
 Supplemental/Concentration \$0

Action **11**

Actions/Services

PLANNED
 i. English language arts and literacy/English Language Development adoption(s), K-12.

ACTUAL
 K-6 teachers piloted English Language Arts/English Language Development texts during the Spring of 2017, with the intention of selecting one for adoption and implementation in the Fall of 2017. 7-12 teachers opted to wait until Fall 2017 to pilot secondary texts.

Expenditures

BUDGETED
 4000-4999: Books And Supplies Base \$1,000,000

ESTIMATED ACTUAL
 4000-4999: Books And Supplies Base \$74,000

Action **12**

Actions/Services

PLANNED
 j1. Continued training and support will be provided to 7th-12th grade History, Science, and VAPA teachers on the integration of the CA-S and CA-NGSS into daily instruction. The primary training and support will be provided through the subject matter

ACTUAL
 The Sacramento Area Science Project provided training to elementary teachers in the NGSS, but there was no training provided for VAPA or History teachers.

projects in partnership with local universities.

Expenditures

BUDGETED
1xxx, 3xxx, 5xxx Supplemental/Concentration \$139,710

ESTIMATED ACTUAL
1xxx, 3xxx, 5xxx Supplemental/Concentration \$6450

Action **13**

<p>Actions/Services</p>	<p>PLANNED j2. Develop a district wide data team comprised of representatives from the following groups: higher education, teachers, district and site level administrators to analyze data and inform instruction.</p>	<p>ACTUAL The district wide data team was not implemented this year. Data analysis has occurred throughout the year in multiple forums, including MTSS Academy (with site administrators), at School Leadership and Teacher Team meetings, with the LCAP Collaborative stakeholder group, and at the District English Learner Advisory Committee meetings.</p>
<p>Expenditures</p>	<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **14**

<p>Actions/Services</p>	<p>PLANNED k. Continued resources will be provided to support Action Teams with the implementation of the ELA Unit Study Guides. At least one Elementary USG per grade level will be revised to address science/social studies. Elementary grade level teams will finalize and implement the 6 Unit Study Guides. Research and provide resources especially for the TK-2 grades in the area of literacy.</p>	<p>ACTUAL Due to the pending adoption of a new K-6 ELA/ELD curriculum, coordinated work on the elementary Unit Study Guides was not continued. Teachers in grade level teams have continued throughout the year to collaborate on their curriculum, but resources have not been provided at the district level to coordinate this work.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx, 5xxx Title I \$23,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx, 5xxx Title I \$0</p>

Action **15**

<p>Actions/Services</p>	<p>PLANNED l. Teachers continue to develop, refine, and implement the district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA, as part of the Illuminate data management system.</p>	<p>ACTUAL Teachers implemented iReady at all elementary sites this year, which has become the common measure for student achievement. Two rounds of trainings were provided for all 10 elementary sites, on how to administer the assessment, how to understand the data, and how to plan for instruction. Four parent trainings were given, which gave parents information about the assessment and online instruction components. Post-testing, the assessment results are brought into the Illuminate system in order to connect the assessment data to other student information.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx - 6xxx Supplemental/Concentration \$200,000</p>	<p>ESTIMATED ACTUAL 1xxx - 6xxx Supplemental/Concentration \$230,631</p>

Action **16**

<p>Actions/Services</p>	<p>PLANNED m. Refinement of the CA-S aligned elementary report cards will continue to be supported. Continue to support the Spanish Language report card for Dual Immersion classrooms.</p>	<p>ACTUAL The elementary standards-based report card continues to be supported. Teachers use the Illuminate system to enter grades on report cards. Dual Immersion classrooms also use a Spanish Language Arts (SLA) report card to give parents information on their child's SLA progress.</p>
<p>Expenditures</p>	<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **17**

<p>Actions/Services</p>	<p>PLANNED n. Continued resources will be provided to support Action Teams with the implementation of the ELA and Math Unit Study Guides.</p>	<p>ACTUAL Math Action Teams were supported by the UC Davis Math Project. (actions 3 and 4)</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx Title II \$56,025</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx \$0</p>

Action **18**

<p>Actions/Services</p>	<p>PLANNED o. Continued development, refinement and implementation support will be provided for effective use of district common assessments, including interim, end of unit assessments in ELA/Math, iReady, and NWEA as part of the Illuminate data management system.</p>	<p>ACTUAL Teachers implemented NWEA at all secondary sites this year, which has become the common measure for student achievement. Trainings were provided for all secondary sites, on how to administer the assessment, how to understand the data, and how to plan for instruction. Post-testing, the assessment results are brought into the Illuminate system in order to connect the assessment data to other student information.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx, 5xxx Supplemental/Concentration \$80,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx, 5xxx \$58,543</p>

Action **19**

<p>Actions/Services</p>	<p>PLANNED p. Continue to provide direct support to site teachers in the training and implementation of the CA-S and 21st Century skills by providing funding for 8.0 FTE TOSA and curriculum summer camp open for all teachers to attend.</p>	<p>ACTUAL Four TOSA positions are filled. TOSAs provide professional learning opportunities offered to all teachers, as well as individual coaching support. Curriculum camp was offered to all teachers in August 2016.</p>
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Expenditures

BUDGETED
1xxx, 3xxx Supplemental/Concentration \$750,000

ESTIMATED ACTUAL
1xxx, 3xxx Supplemental/Concentration \$552,733

Action **20**

<p>Actions/Services</p>	<p>PLANNED q. Continue to support new teachers in an accredited Teacher Induction Program.</p>	<p>ACTUAL 55 first and second year teachers and their mentor teachers were supported through the Yolo Solano Teacher Induction program.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx, 5xxx Supplemental/Concentration \$285,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx, 5xxx Supplemental/Concentration \$122,230</p>

Action **21**

<p>Actions/Services</p>	<p>PLANNED r. Increase recruitment and retention of Highly Qualified Teachers. Provide 1% to salary schedule for two extra days of professional development for teachers.</p>	<p>ACTUAL This funding has been provided. Teachers have attended two professional development days coordinated by the district office, on August 19, 2016, and January 10, 2017.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$950,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx Supplemental/Concentration \$950,000</p>

Action **22**

<p>Actions/Services</p>	<p>PLANNED s. Technology infrastructure and effective use of devices (1:1) will be supported through professional development and support to include the following: 1. update of laptops for classroom instructional support 2. purchase of chromebooks/devices for grade-level 1:1 deployment 3. staffing in the technology department to support increased devices</p>	<p>ACTUAL More than 3000 chromebooks have been provided to grade levels 4,5,6,9 and 10. Laptops were purchased to support classroom instruction. Earbuds and headphones and other parts were purchased to support the use of devices by students and staff. The amount expensed varies from the budget due mostly to the costs to maintain equipment -- more parts have been purchased than initially planned. Three information technology specialists were hired to support the increased number of devices.</p>
<p>Expenditures</p>	<p>BUDGETED 4000-4999: Books And Supplies Supplemental/Concentration \$1,000,000</p>	<p>ESTIMATED ACTUAL 1xxx-5xxx Supplemental/Concentration \$1,674,000</p>

Action **23**

<p>Actions/Services</p>	<p>PLANNED t. Continue district-wide professional development for integrating technology via teacher workshops, individual coaching support for teachers including technology training will be provided for all technology round table members in a train the trainers model.</p>	<p>ACTUAL 348 teachers attended technology professional development. Approximately 600 coaching sessions occurred in classrooms.</p>
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Expenditures

BUDGETED
1xxx, 3xxx Supplemental/Concentration \$115,000

ESTIMATED ACTUAL
1xxx, 3xxx Supplemental/Concentration \$147,568

Action **24**

Actions/Services	<p>PLANNED u. Internet at home access support (1:1).</p>	<p>ACTUAL More than 1000 parent/guardians requests for support with Internet access at home were approved. Student devices are linked to the wi-fi hot spot to support equitable student access.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$220,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$220,000</p>

Action **25**

Actions/Services	<p>PLANNED v. Provide training and coaching for site administrators to lead collaborative development, implementation and monitoring of site-based plans focused on developing school-wide instructional capacity and improving student support systems.</p>	<p>ACTUAL All principals participated in 4 principal coaching sessions during the year. The focus for the sessions was on building coherence through the use of the School Implementation Plan, which was developed by School Leadership Teams.</p>
Expenditures	<p>BUDGETED include v, w, x, y Supplemental/Concentration \$360,000</p>	<p>ESTIMATED ACTUAL include v, w, x, y \$450,000</p>

Action **26**

Actions/Services	<p>PLANNED w. Provide training for school leadership teams (principals and teacher leaders) to lead implementation of site-based school supports such as instructional planning, assessment of student learning, and targeting student interventions.</p>	<p>ACTUAL School leadership teams met four times during the year to develop and plan for the implementation of the School Implementation Plan. During these meetings, SLTs review assessment data, discuss student outcomes, and plan for communication with Teacher Teams.</p>
Expenditures	<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **27**

Actions/Services	<p>PLANNED x. Provide school sites professional development based on staff and student needs through models such as lesson study that promote staff collaboration and collective improvement of practices.</p>	<p>ACTUAL Teacher Teams have met during the year to receive training on each school's School Implementation Plan. Plans are in place for those teacher teams to engage in Lesson Study in Spring 2017.</p>
Expenditures	<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **28**

<p>Actions/Services</p>	<p>PLANNED y. Provide school sites professional development based on staff needs on effective methods for analyzing student work and assessment data as foundations for multi-tiered support systems, RtI, and common core transition.</p>	<p>ACTUAL Trainings have been offered for both general education and special education teachers during the district wide professional development days, on using assessment data and student work to plan for instruction. Training topics have included: Using iReady Diagnostic, Identifying Supports and Accommodations for Use in Classroom Instruction, MTSS 101, the Language Disability Detective, and Behavior 1-0-Fun.</p>
<p>Expenditures</p>	<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **29**

<p>Actions/Services</p>	<p>PLANNED z. Provide Career Technical opportunities for secondary students through the Regional Occupational Program (ROP).</p>	<p>ACTUAL Career Technical Education (CTE) opportunities are being increased and revised, depending on the CTE Pathway, in order to more fully comply with state requirements for articulated pathways that include introductory, concentrator, and capstone courses. The term "Regional Occupational Program (ROP)" is no longer used.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx - 6xxx Supplemental/Concentration \$579,000</p>	<p>ESTIMATED ACTUAL 1xxx - 6xxx \$300,393</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Goal 1 is about ensuring that students reach proficiency in literacy, numeracy, and 21st Century skills. In the areas of literacy and numeracy, the actions that were implemented most successfully were implementing the common district diagnostic assessments in grades 2 - 11. These assessments were provided by iReady or Northwest Evaluation Association, and all students in grades 2 - 11 took the diagnostic assessment three times during the year. Implementing these common assessments has allowed teachers and administrators to speak about student growth and achievement using a common language, and has given teachers and administrators a lens to view student progress in relation to other students outside of Woodland. Next steps for 2017-18 with the use of common assessments are to ensure that teachers are able to connect students to appropriate supports, whether intervention or enrichment, based on the assessment data.</p> <p>In the area of 21st Century skills, the actions that were implemented most successfully were the continuing implementation of the district's 1:1 device initiative. Students in grades 4 - 10 have been provided with a</p>
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device, such as a chromebook, for them to use in the classroom, and for students in grades 5+, to take for use at home. The next step for the use of 1:1 devices is for teachers and students to be able to use the devices as tools for instruction and for learning.

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

The overall effectiveness of the actions and services is measured, for the current year LCAP, in the numbers of trainings that were offered and that teachers and administrators attended, the numbers of devices that were provided to students, the number of students who took the diagnostic assessment, and the availability of funding for teacher and student supports (such as TOSAs and Career Technical Education). At this point in our LCAP process, the district can point to each of these actions as successes of implementation.

Student feedback gathered during the student focus groups indicates that the 1:1 device initiative has been successful and students report wanting more access through more technology courses, more opportunities to do research online, technology integrated into more subjects, and more access to their devices outside of class.

The connection between implementation and effectiveness is a work in progress and will be a focus for the district in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were a number of actions and services that were not undertaken in 2016-17, thus accounting for the difference in budgeted and estimated actual expenditures. Many of these revolved around curriculum work on Unit Study Guides -- this work was put on hold at the beginning of the school year because of the pending English Language Arts/English Language Development textbook adoption. Additionally, there was work on Unit Study Guides in Math for grades 7-12. This work was also put on hold so that teachers on the action teams could focus on calibrating their instruction as it relates to the math curriculum.

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

In an effort to ensure that there is a direct link between the actions and services, the metrics, and our goals, there will be changes to Goal 1 for 2017-18. The metrics will be rewritten so that they are focused in areas that have a significant impact on student achievement in the areas of literacy, numeracy, and 21st Century skills. The metrics for technology (1.7, 1.8, and 1.9) will be revised to reflect our need to move from measuring implementation (#s of devices in classrooms) to classroom impact (how many teachers are using google classroom). Also, the metrics and the actions that support the use of technology will be moved to Goal 2, because the use of technology supports our efforts to move toward personalized learning for all students on their path toward college and/or career. Another change is the move of science camp funding, which is more directly tied to supporting all learners (Goal 3).

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Every student will graduate high school and be competitively college and career ready through a choice of pathways.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Board Goal 1</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 2.1 Increase the percentage of ninth grade students will be on-track to graduate at the end of the fall semester (credit completion).
- 2.2 Increase the Advanced Placement test passage rate.
- 2.3 Increase the AP enrollment for all students, particularly English Learner, Foster, and Low Income, to ensure proportionality.
- 2.4 Increase the percentage of students ready for college-level work (SBAC ELA and Math EAP).
- 2.5 Increase the percentage of tenth grade students on-track at the end of the fall semester (credit completion).
- 2.6 All high school students will participate in the development of an immediate and long range educational plan.
- 2.7 Increase the percentage of 12th graders on track to meet UC/CSU eligibility requirements at the end of fall semester.
- 2.8 Increase the cohort graduation rate at each comprehensive high schools.
- 2.9 Decrease the cohort dropout rate for all students.
- 2.10 Decrease the middle school dropout rate.
- 2.11 Develop an Ethnic Studies A-G course.
- 2.12 Identify and report on the achievement levels and demographics of elementary students who participate in the music program.
- 2.13 Increase the percentage of underrepresented gender groups in Career and Technical Education (CTE) programs in nontraditional fields.

ACTUAL

- 2.1 The percentage of all 9th graders on-track to graduate declined by 3% from Fall 2015 to Fall 2016. The percentage declined for these significant subgroups as well: English Learners (by 10%), Hispanic students (by 3%), and White students (by 3%).
- 2.2 The passage rate for all Advanced Placement exams decreased by 1% from Spring 2015 to Spring 2016.
- 2.3 AP enrollment in 2016-17 increased for Hispanic/Latino students, but declined for Low Income students.
- 2.4 The percentage of 11th graders ready for college level work in ELA increased by 4% from Spring 2015 to Spring 2016. In Math, the percentage increased by 3%.
- 2.5 The percentage of all 10th graders on-track to graduate increased by 2% from Fall 2015 to Fall 2016. The percentage increased for English Learners (20%) and Hispanic students (6%), and decreased for White students (7%).
- 2.6 This project is in development. Plans are in place to implement in Fall 2017-18.
- 2.7 At WHS, the percentage of students on track to meet UC/CSU is 40%, an increase from 2015-16, when the percentage was 38%. At PHS, the percentage of students on track to meet UC/CSU is 51%, an increase from 2015-16, when the percentage was 44%.
- 2.8 The cohort graduation rate for WHS increased from 93.2% in 2014-15 to 94% in 2015-16. The cohort graduation rate for PHS increased from 94.1% in 2014-15 to 94.3% in 2015-16.
- 2.9 The cohort dropout rate for all students in the district increased from 5.8% in 2014-15 to 6.6% in 2015-16.
- 2.10 There were 2 middle school dropouts in 2015-16, a decline from 4 middle school dropouts in 2014-15.
- 2.11 The Ethnic Studies A-G course is still in development.
- 2.12 (in progress)

2.13 The percentage of underrepresented gender groups in nontraditional courses increased from 24% in 2014-15 to 32% in 2015-16 (by 8%).

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 a. Resources will be provided to support implementation of the Computer STEM curriculum pilot of 8 teachers representing 6 schools. In addition, up to sixty high school students will participate in the Semi-Foundation High Tech U. And the Project Lead the Way pilot will continue to be implemented at Woodland High School to expand as a fully developed pathway ending in a capstone course to increase students' participation.

ACTUAL
 Project Lead the Way has been implemented on a very limited basis at Woodland High School. The capstone course (Engineering Design and Development) has been developed and will be implemented in 2017-18, but there is no plan to expand PLTW at WHS at this time. The costs to implement PLTW have been paid using grant funding (i3 grant through YCOE).

Expenditures

BUDGETED
 1xxx,3xxx,4xxx Supplemental/Concentration \$50,000

ESTIMATED ACTUAL
 1xxx,3xxx,4xxx Supplemental/Concentration \$0

Action **2**

Actions/Services

PLANNED
 b. Resources will be provided to support the implementation of new and innovative pathways, including those that allow students to earn college credits while in high school such as dual enrollment.

ACTUAL
 Resources were provided by the Superintendent's Office to send a team of seven to attend a state conference on dual enrollment, which culminated in better dialog with Woodland Community College on Dual Enrollment (DE) and concurrent enrollment opportunities for students in our district. In addition, discussion is currently underway on how to enter into an agreement with WCC in order to offer DE courses to our students in the coming year. To ensure that pathways are clearly articulated, site Career and Technical Education teams are actively working on identifying the introductory, concentrator, and completor CTE courses. The goal of this work is to ensure that all CTE courses are aligned to a pathway that will lead to a viable career.

Expenditures

BUDGETED
 1xxx,3xxx Supplemental/Concentration \$25,000

ESTIMATED ACTUAL
 1xxx,3xxx Supplemental/Concentration \$770

Action **3**

Actions/Services

PLANNED
 c. Maintain Mariachi strings program.

ACTUAL
 The course description for Mariachi that had been written in 2008 was revised to be better aligned with more rigorous instruction. The course revision was approved by the Board of Trustees, and a new teacher position specifically to teach Mariachi was created.

Expenditures

BUDGETED
 1xxx,3xxx,4xxx Supplemental/Concentration \$75,000

ESTIMATED ACTUAL
 1xxx,3xxx,4xxx Supplemental/Concentration \$0

Action **4**

Actions/Services

PLANNED
 d. Continue support for comprehensive high schools to implement strategies to increase AP enrollment such as: counselor presentations, letters of invitation to students, and parent nights to increase the awareness of the opportunity and value of taking AP courses.

ACTUAL
 Support was given to the two comprehensive high schools to increase enrollment in AP courses. Counselor and teacher presentations to students took place in February, and each school held a parent information night to discuss the course selection process. Supplemental/Concentration funding was not used for this action. Funding was made available out of the College Readiness Block Grant (CRBG) for each comprehensive high school to fully fund the cost of AP tests for students taking them this year.

Expenditures

BUDGETED
 1xxx,3xxx,4xxx Supplemental/Concentration \$67,450

ESTIMATED ACTUAL
 1xxx,3xxx,4xxx Supplemental/Concentration \$0

Action **5**

Actions/Services

PLANNED
 e. Continue to fund the implementation of the digital portfolio system for graduation and post-secondary planning and tracking of student progress toward completion of A-G requirements, career readiness, and the collection of important work completed by students.

ACTUAL
 The district entered into an agreement with the California College Guidance Initiative to implement the digital portfolio system for graduation and post-secondary plan. Students whose progress will be tracked are in grades 9 - 12.

Expenditures

BUDGETED
 4xxx,5xxx Supplemental/Concentration \$10,000

ESTIMATED ACTUAL
 4xxx,5xxx Supplemental/Concentration \$13,750

Action **6**

Actions/Services

PLANNED
 f. Support counselors and administrators of each school in site-based implementation of Integrated Student Support plans focused on ensuring all students have a pathway to college/career, receive progress monitoring and are engaged in effective support systems to graduate high school competitively college and career ready.

ACTUAL
 The District sponsored a College Fair in the fall, at which many colleges set up information tables to distribute information. The event was well attended. Support has also been given to All Leaders Must Serve, a non-profit organization whose goal is to empower students, especially girls of color, to see themselves as future leaders. Counselors received training and support.

Expenditures

BUDGETED
 1xxx,3xxx,5xxx Supplemental/Concentration \$150,000

ESTIMATED ACTUAL
 1xxx,3xxx,5xxx Supplemental/Concentration \$90,000

Action **7**

Actions/Services

PLANNED
 g. Continue to provide resources for expanded implementation of Achievement Via Individualized Determination (AVID) to support the achievement of students in the targeted groups, and implement effective strategies school-wide, preparing all students for college and career. In addition, implement AVID Excel at middle schools and pilot the AVID program at two elementary schools.

ACTUAL
 The District continues to provide resources to support the AVID elective at secondary sites. All secondary sites are working on creating a schoolwide AVID program. The plan includes sites using site funds to send teachers of core subjects to the AVID summer institute. For 2016-17, there are two sections of AVID Excel 7 at each middle school. In 2017-18, there will be two sections of AVID Excel 7, and two sections of AVID Excel 8 at each middle school. AVID Elementary is being piloted at two elementary schools, and plans are in place to pilot at two additional elementary schools in 2017-18. An AVID Coordinator was hired to manage and support the work of all AVID sites.

Expenditures

BUDGETED
 1xxx,3xxx,5xxx Supplemental/Concentration \$46,575
 1xxx,3xxx Base \$120,000

ESTIMATED ACTUAL
 1xxx,3xxx, 5xxx Supplemental/Concentration \$201,970
 1xxx,3xxx Base \$0

Action **8**

Actions/Services

PLANNED
 h. Continue to provide resources for expanded implementation of PUENTE to support the achievement of students in the targeted groups.

ACTUAL
 Puente 9 and Puente 10 English classes are currently in place at Woodland High School and Pioneer High School. A full-time Puente counselor is in a split assignment between both schools. Her job is to track the progress of those students in Puente classes. Dialog is underway to expand Puente to the middle school level for the 2018-2019 school year. A district team is planning a visit to a Hayward middle school to see firsthand what full middle school implementation would look like.

Expenditures

BUDGETED
 1xxx,3xxx,5xxx Supplemental/Concentration \$49,000

ESTIMATED ACTUAL
 1xxx,3xxx,5xxx Supplemental/Concentration \$54,810

Action **9**

Actions/Services

PLANNED
 i. Continue to provide resources for Learning Centers at comprehensive high schools to provide support to students via small group and individual support and tutoring by learning center staff, including UC Davis undergrad and graduate students.

ACTUAL
 Both comprehensive high schools have Learning Centers, and both have accessed district funding for running the centers, including hiring tutors.

Expenditures

BUDGETED
 1xxx,3xxx,4xxx Supplemental/Concentration \$120,000

ESTIMATED ACTUAL
 1xxx,3xxx,4xxx Supplemental/Concentration \$120,000

Action **10**

Actions/Services

PLANNED
 j. Develop Ethnic Studies coursework and provide professional development for teachers.

ACTUAL
 Plans are underway to revise existing course descriptions that could be used to meet the district's ethnic studies requirement for the coming year. Because of the transition to new state standards in History Social Science, a new course proposal for a stand-alone ethnic studies course (and supporting curriculum) will not be developed until next school year.

Expenditures

BUDGETED
 1xxx,3xxx Supplemental/Concentration \$10,000

ESTIMATED ACTUAL
 1xxx,3xxx Supplemental/Concentration \$0

Action **11**

Actions/Services

PLANNED
 k. Purchase and provide professional development for

ACTUAL
 The district entered into a one year agreement with

Parchment for all high schools.

Parchment for all high schools. No decision has been made, as yet, as to whether the agreement will continue into the future. There have been mixed reviews from the schools that use it. Cache Creek Continuation High School does not see it as a valuable resource. The other high schools are still too early in its implementation to make an informed decision.

Expenditures

BUDGETED
1xxx,3xxx,5xxx Supplemental/Concentration \$30,000

ESTIMATED ACTUAL
1xxx,3xxx,5xxx Supplemental/Concentration \$13,860

Action

12

Actions/Services

PLANNED
I. Fund summer school for students in elementary, middle, and high school.

ACTUAL
Summer school will be offered at elementary, middle, and high school, to provide remediation and credit recovery to targeted students.

Expenditures

BUDGETED
1xxx-6xxx Supplemental/Concentration \$300,000

ESTIMATED ACTUAL
1xxx-6xxx Supplemental/Concentration \$414,147

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Of the 12 actions in Goal 2, 7 of them were not met or were partially met. Actions that were met include providing funding that supported the implementation of AVID, PUENTE, and Learning Centers, and providing funding and support for summer school K-12. Actions that were not met include implementation of new pathways and Integrated Student Support Plans. Actions that were partially met include the digital portfolio system (personalized learning), which is still in development and will be implemented in 2017-18.

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

The effectiveness of the actions/ services within this goal to achieve the articulated goal have been difficult to ascertain. For example, AVID has expanded to two elementary sites. The program has been well received. Teachers and staff report use and anecdotal evidence of the effectiveness but the effectiveness of these strategies in helping students be college/career ready has not been established. A necessary next step is to identify the changes in practice that should result from AVID implementation. Additionally, the cohort graduation rates at both high schools increased from 2014-15 to 2015-16 but the district has been unable to find direct link between the actions/ services within this goal and the annual metric. Similarly, the percentage of students on track to meet UC/CSU increased at both high school in 2015-16 when compared to 2014-15. The link between this outcome and the effectiveness of the actions/ services within this goal have not been identified. The District will work to ensure that there are clear connections between actions/services and outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between budgeted expenditures and estimated actual expenditures are due to a number of actions that were not undertaken, as well as an increase in estimated actual expenditures for summer school. There was funding allocated for each of the actions that did not occur. Some of that funding will be used to cover increased expenses for summer school, in order to provide additional instruction for the students who need it.

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

Goal 2 will be revised to say "All students will graduate high school and be competitively college and career ready through personalized learning." This change will provide clarity on the district's goal to ensure that all students have equity and access through expanded learning opportunities and student agency. Additionally, the actions are revised to ensure that there is a direct link between the actions and services, the metrics, and the goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Provide a Multi-Tiered System of Supports for all students.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 3.1 Decrease the number of students who are chronically absent.
- 3.2 Increase the attendance rate for all schools.
- 3.3 Increase the number of students in the Healthy Fitness Zone in all 6 standards.
- 3.4 Establish a baseline for student sense of safety and school connectedness.
- 3.5 Establish a baseline for parent attendance at parent-teacher conferences.
- 3.6 Increase the number of LCAP Annual Surveys submitted by parents.
- 3.7 Increase the number of parents attending parent informational nights.
- 3.8 Increase the number of parents graduating from Parent Institute for a Quality Education (PIQE).
- 3.9 Ensure that the number of suspensions is proportionate to the population.
- 3.10 Decrease the number of expulsions.
- 3.11 Establish baseline for consistent, effective Positive Behavior Interventions and Supports using the Tiered Fidelity Inventory (TFI).
- 3.12 Ensure that facilities are healthy, safe, and in good repair using the Facility Inspection Tool.(FIT)

ACTUAL

- 3.1 The number of chronically absent students has declined from 2015-16. As of 3/15/17, 9.6% of students were chronically absent, compared to 2015-16, with 11.8% of students chronically absent.
- 3.2 The attendance rate for the entire district (as of 3/1/17) is 94.14%, which is an increase in the attendance rate from 2015-16, which was 94.12%.
- 3.3 The number of students in the Healthy Fitness Zone in all 6 standards decreased from 2015 to 2016. In 2015, 32% of students met all 6 standards, and in 2016, 28% of students met all 6 standards.
- 3.4 The baseline for student sense of connectedness for 2016-17 is: 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS). The baseline for student sense of safety for 2016-17 is: 78% (5th grade), 65% (7th grade), 51% (9th grade), 63% (11th grade), and 72% (CCHS).
- 3.5 In Fall 2016, 70% of elementary students had a parent or guardian attend parent conferences. In Winter 2017, 71% of elementary students had a parent or guardian attend parent conferences.
- 3.6 The Parent Survey was conducted in Spring 2017 as part of the California Healthy Kids Survey. The survey showed that parents need more opportunities for meaningful participation in school decision-making.
- 3.7 As of 3/1/17, the number of parents attending informational nights is 121. There are still 3 more parent workshops to occur before the end of the school year.
- 3.8 As of 3/1/17, the number of parents attending PIQE sessions at school sites was 337.
- 3.9 As of 3/1/17, the number of suspensions for unduplicated students, students with disabilities, and Hispanic students is disproportionate.
- 3.10 The number of expulsions has not decreased for the 2016-17 school year. In 2015-16, there were 4 expulsions, and in 2016-17 so far, there have been 8

expulsions.

3.11 All schools have shown increased scores on the Tiered Fidelity Inventory since the baseline was conducted in Spring 2016.

3.12 The Facilities Inspection Tool is conducted every year. 24% of sites have an exemplary rating.

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

PLANNED
 a. Continue implementation of a Parent University model that provides workshops and training for parents. Workshops focus on parental involvement, pupil engagement, academic interventions, pupil achievement, and social & emotional growth. Continue to implement Parent Institute for a Quality Education (PIQE) seminars at all sites. (Year 1/Year 2)

ACTUAL
 The Parent University model was implemented to help with parent engagement throughout the school year. Topics have included understanding school discipline, early literacy, special education, academic interventions, understanding MTSS, social emotional learning, and pupil achievement. PIQE was expanded this year and has been provided to over 400 additional parents.

Expenditures

BUDGETED
 1xxx - 6xxx Supplemental/Concentration \$275,000

ESTIMATED ACTUAL
 1xxx - 6xxx \$232,500

Action **2**

Actions/Services

PLANNED
 b. Continue the Gang Resistance Education and Training (GREAT) curriculum at the fourth grade in support of early intervention.

ACTUAL
 The GREAT program has continued this year at the fourth grade level to promote positive community and school relationships as well as a positive view of law enforcement. The GREAT program has started to include visits from the Interquest canine detection.

Expenditures

BUDGETED
 \$0

ESTIMATED ACTUAL
 1xxx-6xxx Supplemental/Concentration \$14,000

Action **3**

Actions/Services

PLANNED
 c. Pilot an MTSS Academy that promotes data-driven decision-making that addresses the needs of all students, aligns initiatives, supports, and resources to increase student achievement, and promotes a systematic release to develop student independence.

ACTUAL
 MTSS Academy has been piloted this school year on a monthly basis with school site administrators. These days are used to analyze data, review progress on site and district goals, and develop action plans for better addressing student needs.

Expenditures

BUDGETED
 \$0

ESTIMATED ACTUAL
 \$0

Action **4**

Actions/Services

PLANNED
 d. To ensure home-school communication, provide translation support and continue parent advisory groups reflective of the diversity at school sites/district. These groups may include SSC, PTA, DLAC, ELAC, Athletic boosters, and career

ACTUAL
 To support effective home-school communication, translation support has been made more readily available. LCAP process have been shared with multiple groups throughout the year. Pilot of student information system based communication

technical education, to ensure LCAP is shared and feedback is taken for possible changes in goals, actions and/or funding.

platform as well as a streamlined registration system.

Expenditures

BUDGETED
1xxx - 6xxx Supplemental/Concentration \$150,000

ESTIMATED ACTUAL
1xxx - 6xxx \$153,634

Action	5	<p>PLANNED e. Pilot Saturday Academy to target attendance, academic support, and school connectedness.</p>	<p>ACTUAL 7 schools have piloted Saturday Academy to target students who may benefit from additional support with school connectedness, attendance, and academic achievement.</p>
Expenditures	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$50,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx \$25,000</p>	
Action	6	<p>PLANNED f. Provide Behavioral Health Clinicians at targeted schools.</p>	<p>ACTUAL A limited amount of outside agency behavioral health clinician time has been provided as vendor has struggled with hiring appropriately credentialed clinicians.</p>
Expenditures	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$420,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx \$223,492</p>	
Action	7	<p>PLANNED g. Direct support to Foster Youth, including tutoring, transportation, school supplies, and emergency assistance.</p>	<p>ACTUAL Direct support for foster youth has taken place including school supplies, transportation, book costs, and emergency assistance.</p>
Expenditures	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$20,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx \$20,000</p>	
Action	8	<p>PLANNED h. Provide after school enrichment activities to support the achievement of targeted student groups, including but not limited to, students participating in the Gifted and Talented Education (GATE) program.</p>	<p>ACTUAL After school enrichment activities and opportunities have been provided and include the parallel program at Gibson and Beamer, Playmakers, and GATE enrichment. Additional staffing and supplies will be provided for summer Algebra Academy.</p>
Expenditures	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$370,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx Supplemental/Concentration \$175,000</p>	
Action	9	<p>PLANNED Staffing positions to support effective implementation of MTSS.</p>	<p>ACTUAL Staffing has been provided. It includes:</p>

- Foster Children and Youth Program Manager/District Parent Liaison
- Fund additional 1.0 FTE clerical support to support expansion of Parent University
- Fund 2 additional FTE district attendance liaisons to address chronic truancy rates and increase student and family engagement.
- Provide 6 FTE to support successful PBIS implementation and intensive structured supports in TK-12 thru PBIS coaches.
- Provide 15 FTE for RTI and SST implementation to provide and coordinate interventions for students.
- Fund 1.0 FTE Program Specialist (MTSS Coordinator) and additional clerical support
- Fund MTSS systems analyst
- Provide additional nursing support at Woodland High School and Pioneer High School
- Provide funding for additional 3 school psychologists to support intervention implementation
- Provide funding for additional school counselors

Foster Children and Youth Program Manager/District Parent Liaison
 Additional 1.0 FTE clerical support to support expansion of Parent University
 2 additional FTE district attendance liaisons to address chronic truancy rates and increase student and family engagement.
 6 FTE to support successful PBIS implementation and intensive structured supports in TK-12 thru PBIS coaches.
 15 FTE for RTI and SST implementation to provide and coordinate interventions for students.
 1.0 FTE Program Specialist (MTSS Coordinator) and additional clerical support
 MTSS systems analyst
 Additional nursing support at Woodland High School and Pioneer High School
 Additional 3 school psychologists to support intervention implementation
 Funding for school counselors

BUDGETED
 1xxx, 3xxx Supplemental/Concentration \$2,350,000

ESTIMATED ACTUAL
 1xxx, 3xxx Supplemental/Concentration \$3,025,123

Expenditures

Action **10**

<p>Actions/Services</p>	<p>PLANNED j. Provide on-going professional learning opportunities for staff members in the areas of, but not limited to, student achievement, school climate, student engagement, truancy, parental involvement, legal mandates, Student Study Teams, 504 Rehabilitation Plans, Special Education, discipline matrix, PBIS, implementation of California standards, language and disability differentiation, equitable course access for all students (inclusion and coteaching), behavioral support systems, cultural proficiency, and restorative practices. Provide support for collaboration time for staff members to engage in collegial discussions.</p>	<p>ACTUAL Professional Development opportunities have been provided to staff in the following areas: student achievement, parent engagement, school climate, truancy, parental involvement, PBIS, MTSS, 504, special education, inclusive practices, discipline, language and disability, behavior support systems, cultural proficiency, restorative practices, and equitable course access</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$650,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx Supplemental/Concentration \$424,080</p>

Action **11**

<p>Actions/Services</p>	<p>PLANNED k. Site allocations for interventions with a focus on unduplicated pupils.</p>	<p>ACTUAL Site allocations have been distributed to sites. Monies are spent based on services identified within each site's Single Plan for Student Achievement.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx, 3xxx Supplemental/Concentration \$500,000</p>	<p>ESTIMATED ACTUAL 1xxx, 3xxx Supplemental/Concentration \$500,000</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED l. The Wellness Committee will meet regularly during the year.</p>	<p>ACTUAL The Wellness Committee has met 4 times this year. Plans are in place for committee members to attend a Health and Wellness Fair in April 2017.</p>
<p>Expenditures</p>	<p>BUDGETED 1xxx - 6xxx Supplemental/Concentration \$4000</p>	<p>ESTIMATED ACTUAL 1xxx - 6xxx Supplemental/Concentration \$4000</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the majority of the actions/ services within the goal of proving a multi-tiered system of supports for all students have been implemented. The district has provided professional learning, coaching, and collaboration time with a focus on a continuous improvement cycle to support student learning. The implementation of the actions/ services within this goal have provided a baseline for this continuous improvement cycle in which data is used and analyzed by a site team to address the needs of students academically, behaviorally, and social-emotionally.

Additionally, supports and funds have been provided to support the meeting of the identified needs. Some supports have included Rtl specialists, attendance liaisons, nursing support, and PBIS coaches. Site allocations were provided to sites for individualization of interventions based on the identified areas of needs.

One aspect of the continuous improvement cycle that was a focus for the district was the communication and involvement of parents. Parent University was expanded this year to effectively implement this aspect of the goal.

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

Overall, the actions/ services to achieve the goal of providing a multi-tiered system of supports for all students has been incrementally and anecdotally effective. Anecdotally, sites have communicated that the provided supports have helped address identified areas of need. Attendance liaison support has allowed for the implementation of more individualized levels of support for students struggling to attend school. The number of chronically absent students has declined from 2015-16. As of 3/15/17, 9.6% of students were chronically absent, compared to 2015-16, with 11.8% of students chronically absent.

The explicit implementation of positive behavior interventions and supports (PBIS) has helped emphasize the need for school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Sites have reported that this has helped address school climate and school discipline in a more proactive manner. Suspension numbers have declined by 36% from 15-16, as of March 2017. While suspension numbers have declined, expulsion numbers have doubled from the previous year, as of March 2017. Next steps will focus on developing common understanding of the changes in practice required to ensure that students stay positively and meaningfully engaged in school.

Parent University was expanded this year and has been incrementally effective. Additional parent workshops were provided to better involve parents. Trainings and workshops were provided in the area of iReady. Parents and sites have communicated that parental involvement and discussions around data increased during parent conferences as a result of having participated in the workshop and having access to the student report.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures for Action 6 (mental health support), due to difficulties in hiring qualified service providers. There is also a difference in expenditures for Action 9 (staffing), reflecting higher personnel costs than originally planned.

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

Goal 3 will be nominally revised to "All students will be successful through the development of targeted and coherent systems of support", to ensure that all stakeholders have clarity on the purpose of the goal. Some of the actions for parent and community engagement, such as Parent University (action 1), home-school communication (action 4), and some of the staffing positions that support those actions (action 9), are moved to Goal 5, which is added to reflect the district's commitment to stakeholder engagement. The action that support personalized learning (action 8) are moved to Goal 2.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4	Improve the English proficiency and academic achievement of English Learners.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Board Goal 1</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 4.1 Increase the District Reclassification rate for English Learners.
- 4.2 Establish a baseline for the number of students meeting the State Accountability Metric for English Learners, when it becomes available.
- 4.3 Maintain 100% English Learner access to Common Core State Standards (CCSS) and ELD standards.
- 4.4 Establish a baseline for implementation of instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) and strategies provided by Quality Teaching for English Learners (QTEL).
- 4.5 Increase the number of students awarded the California Seal of Biliteracy.

ACTUAL

- 4.1 As of April 2017, the District Reclassification Rate is 18%. Almost 500 students were reclassified. This is an increase from the prior year, when the Reclassification rate was 15% (2015-16).
- 4.2 WJUSD received a placement of Orange on the Dashboard for English Learner Progress.
- 4.3 100% of English Learners have access to Common Core State Standards and ELD standards.
- 4.4 The district has not yet implemented a system to measure implementation of instructional strategies.
- 4.5 As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, an increase of 37 seals (a 40% increase).

ACTIONS / SERVICES

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

Action 1		
Actions/Services	<p>PLANNED</p> <p>a. Training and support will be provided to support K-12 teachers to implement the new California English Language Development Standards.</p>	<p>ACTUAL</p> <p>a. EL specialists have provided PD that is site specific around ELD standards as well as integrated and designated ELD. Comprehensive ELA/ELD framework professional development is planned for June thru August 2017. Team of site EL specialists have received PD on ELPAC task analysis and alignment to state ELD standards.</p>
Expenditures	<p>BUDGETED</p> <p>1xxx,3xxx,5xxx Supplemental/Concentration \$69,216</p>	<p>ESTIMATED ACTUAL</p> <p>1xxx,3xxx,5xxx Supplemental/Concentration \$63,350</p>
Action 2		
Actions/Services	<p>PLANNED</p> <p>b. Increase EL Specialists to 16 FTE positions to serve all K-12 district schools, two district EL coordinators to support site-based EL Specialists, and clerical support.</p>	<p>ACTUAL</p> <p>b. 16 FTE EL Specialists were funded, and 15 were hired. Two district EL coordinators support the site-based EL Specialists. Clerical support was not funded this school year.</p>
Expenditures	<p>BUDGETED</p> <p>1xxx,3xxx Supplemental/Concentration \$1,181,058</p> <p>1xxx,3xxx Title II \$200,000</p>	<p>ESTIMATED ACTUAL</p> <p>1xxx,3xxx Supplemental/Concentration 1,525,327</p> <p>1xxx,3xxx Title II \$0</p>
Action 3		
Actions/Services	<p>PLANNED</p> <p>c. Continue to have EL Specialists engage in the following: Provide support to sites with data analysis to monitor EL progress and determine appropriate placement, interventions, case management, and targeted ELD instruction. Provide support for leveled ELD instruction to target proficiency levels at elementary school sites.</p>	<p>ACTUAL</p> <p>c. All EL specialists engaged in academic conferences 2-3 times per year and reviewed progress monitoring for every English Learner and created action plans as needed. EL specialists serve as case monitors for implementation of action plans. All elementary EL specialists provide direct instruction to students in order to provide needed leveled instruction.</p>
Expenditures	<p>BUDGETED</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>
Action 4		
Actions/Services	<p>PLANNED</p> <p>d. Provide training for EL specialists on coaching and support of EL instructional strategies.</p>	<p>ACTUAL</p> <p>d. Training for EL specialists has been provided to support delivery of instruction for English Language Learners. Training has occurred with significantly less cost than originally budgeted.</p>

Expenditures

BUDGETED
1xxx,3xxx,5xxx Supplemental/Concentration \$70,000

ESTIMATED ACTUAL
1xxx,3xxx,5xxx Supplemental/Concentration \$5,614.54

Action **5**

Actions/Services

PLANNED
 e. Provide follow-up support for pre-school, special education teachers, EL Specialists, and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, alternative, and ELPAC assessments.

ACTUAL
 e. Follow-up support for pre-school, special education teachers, EL Specialists, and support staff (psychologists, speech therapists, etc.) on EL proficiency levels, CELDT, alternative, and ELPAC assessments has been provided. This training has occurred with no additional costs.

Expenditures

BUDGETED
 1xxx,3xxx Supplemental/Concentration \$6,000

ESTIMATED ACTUAL
 1xxx,3xxx Supplemental/Concentration \$0

Action **6**

Actions/Services

PLANNED
 f. Provide follow-up support for EL specialists on implications of language and learning disabilities (assessment characteristics, special ed law, reclassification, etc.)

ACTUAL
 Special Education/ EL task force has met 3-4 times this year and has developed a working special education/ EL procedural manual. In addition, 4 after school trainings have occurred where staff have been trained on the reclassification criterion and process for our students who are both EL and receiving special education services. Currently piloting new reclassification process.

Expenditures

BUDGETED
 Supplemental/Concentration \$0

ESTIMATED ACTUAL
 Supplemental/Concentration \$0

Action **7**

Actions/Services

PLANNED
 g. Continue to fund two secondary school sections focused on improving language proficiency levels through targeted ELD instruction.

ACTUAL
 g. Two sections were added at PHS this year, to support the instruction of ELD. The sections were paid for using site funds.

Expenditures

BUDGETED
 1xxx,3xxx Supplemental/Concentration \$75,000

ESTIMATED ACTUAL
 1xxx,3xxx Supplemental/Concentration \$0
 1xxx,3xxx Other \$75,000

Action **8**

Actions/Services

PLANNED
 h. Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide activities such as: intervention support, professional development, parent education nights, Title I support teachers, extra duty pay for collaboration,

ACTUAL
 h. Funds have been provided via site allocation and are used to provide additional support to English Learners. Funds are used for intervention, professional development for teachers and staff, parent and family education nights, extra duty pay for collaboration between EL Specialists and teachers,

strategic classes in secondary, conferences for staff, technology, etc.

sections at the secondary level to provide support for students.

Expenditures

BUDGETED
1xxx,3xxx,4xxx Supplemental/Concentration \$1,200,000

ESTIMATED ACTUAL
1xxx,3xxx,4xxx Supplemental/Concentration \$1,662,684

Action **9**

Actions/Services

PLANNED
i. Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency as measured by the CELDT for reclassification.

ACTUAL
i. All sites have implemented a STEM ELD Academy for students at-risk of becoming Long Term English Learners and students who are Long Term English Learners. The STEM ELD Academy was paid for using Title III funds.

Expenditures

BUDGETED
1xxx-5xxx Supplemental/Concentration \$91,558

ESTIMATED ACTUAL
1xxx-5xxx Supplemental/Concentration \$0

1xxx-5xxx Title III \$71,745

Action **10**

Actions/Services

PLANNED
j. Develop a process to prevent English Learners from becoming Long Term English Learners (LTELs).
1. Contract with an outside expert to assist in the implementation plan to address the needs of Long Term English Learners (LTELs).
2. Provide professional development to implement effective strategies to address the needs of LTELs.
3. Administrators and EL Specialists will attend the Quality Teaching for English Learners Summer Institutes.

ACTUAL
j. The district has provided professional development, coaching, and collaboration time with contracted partner Quality Teaching for English Learners QTEL). In summer 2016, 14 EL Specialists and 19 administrators attended the Summer Institute. During the 2016-17 school year, 16 PD sessions have been provided and have reached approximately 150 teachers. This training has focused on research-based strategies which include scaffolding for student engagement, having high expectations, and structuring interactions to promote language development, problem solving, and collaboration. The training has occurred at significantly less cost than originally budgeted.

Expenditures

BUDGETED
1xxx-5xxx Base \$200,000
1xxx-5xxx Supplemental/Concentration \$400,000
1xxx-5xxx Base \$200,000

ESTIMATED ACTUAL
1xxx-5xxx Supplemental/Concentration \$280,041

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the majority of the actions/ services within the goal of improving the English proficiency and academic achievement of English Learners have been implemented. The district has provided professional development, coaching, and collaboration time with Quality Teaching for English Learners, which has trained a cohort of teachers, as well as site administrators and district leadership. Training by QTEL focuses on the Integration of Language Instruction in Content Area Teaching, Learning as a Social Process, and Vocabulary Development.
Additionally, funds have been provided via site allocation and are used to provide additional support to English Learners. These site funds are used for intervention, professional development for teachers and staff, parent and family education nights, and extra duty pay for collaboration between EL Specialists and teachers.

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

In 2016-17, 13 of 16 schools met or exceeded their goal for student reclassification. Overall, the district reclassified 18% of English Learner students, significantly exceeding the district goal of a 12% reclassification rate. Although in the current configuration of the Dashboard, WJUSD received an Orange in English Learner Progress, the district is confident that the improvements seen in reclassification will be reflected in the Dashboard when it is re-released with updated data.
The result of the professional learning provided by Quality Teaching for English Learners is seen in an increased knowledge base for teachers on the benefits of language production for all students, and the need for students to have meaningful dialogue around content.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures occurred due to staffing costs higher than originally planned (action 2), but that was offset by lower costs for some actions, such as the training provided by Quality Teaching for English Learners (action 10), and by actions that did not incur any costs (action 5 and 7).

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

Goal 4 will continue in the plan for 2017-20, however, more explicit references will be made to services and supports for English Learners in all goals, to reflect our commitment to all students.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The District has regularly scheduled meetings with two parent advisory groups, the LCAP Collaborative Committee and the District English Learner Advisory Committee (DELAC), who review data on LCAP metrics and provide feedback to district staff. The scheduled meetings for the LCAP Collaborative occur on the following days: October 17, 2016; November 14, 2016; January 23, 2017; March 13, 2017; April 24, 2017; and May 22, 2017. The DELAC meets on the following days: October 3, 2016; November 7, 2016; February 6, 2017; March 6, 2017; April 3, 2017; and May 8, 2017. Additionally, the District is holding Community Forums three times during the year. These Community Forums take place at different school sites to provide access to families around the district. The dates of the Community Forums are: September 27, 2016 at Sci Tech; November 29, 2016 at Zamora; and February 28, 2017 at Dingle.

In addition to the committee meetings and the community forums, the district is using the California School Staff Survey, the California Healthy Kids Survey, and the California Parent Survey, for baseline data in 2016-17. The district also obtains student input through Student Focus Groups, which take place during January and February 2017. This school year, groups of students from 8 schools met with a district facilitator to gain feedback on student achievement and school improvement. The students who attended the focus groups highlighted the following as key areas to improve student achievement and school facilities: expanding enrichment and support opportunities for students, expanding the use of technology and increasing the integration of technology into daily instruction, facilities upgrades, and physical education equipment. In the California Healthy Kids Survey the California School Staff Survey, and the California Parent Survey, opportunities for meaningful participation is an area of need. Students, parents, and staff report that there is a lack of opportunities for meaningful participation. In the area of school safety, there is a disconnect between student and staff sense of safety in WJUSD schools. Overall, 19% of staff Strongly Agree that their school "Has sufficient resources to create a safe campus." For the most part, students feel safe on campus. Over half of all students reported that they feel safe at school (grade 5) or that their school is perceived as very safe or safe (grades 7, 9, and 11). Also, on the survey given to student focus groups, 47% Strongly Agree with the statement "I am safe in the hallways, bathrooms, and on the yard at my school."

Additionally, at regularly scheduled Board meetings, data is reviewed and analysis provided on the metrics in the LCAP and on the changes to the California Accountability and Continuous Improvement System. The WJUSD Board of Trustees provides input and feedback on the data and on the actions and services during these reports. During the 2016-17 school year, the WJUSD Board of Trustees presentations included: CAASPP Results (September 8), College and Career (September 22), School Climate (October 13), Local District Assessments (October 27), LCAP timeline (November 10), Quarterly Report (December 8), State Accountability (December 8), California Accountability (February 23), LCAP Draft Recommendations (March 23), and LCAP Annual Update (May 12).

District staff consult with School Administrators monthly at MTSS Academy meetings. At these meetings, administrators review data for the key metrics in the LCAP. Administrators are provided with current data, analyze strengths and needs, review the current context of supports at the site and district level, and create an action plan which addresses the needs that are reflected in the data. Back at the school site, administrators engage with their School Leadership Teams to review the data and implement the plan. Through this cycle of inquiry process, administrators are able to review the efficacy of the supports (site- and district-provided) that are in place.

Woodland Education Association has held 2 meetings with the Executive Board and 1 meeting with Site Representatives to discuss progress on LCAP. District staff met with WEA to review the input from unit members after their review of the draft Annual Update. WEA and CSEA will be part of the Educators Advisory Committee, which will be established in 2017, to formalize the discussion and feedback loop.

IMPACT ON LCAP AND ANNUAL UPDATE

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

This survey year will serve as the baseline for the California Healthy Kids Survey and the California School Staff Survey. Since there is no comparison data, there were no goals set for the indicators. However, there are similarities in the survey data among parents, teachers, and students, as well as from parent groups such as the LCAP Collaborative. Results from all surveyed groups show that district schools and district office need to ensure that all groups have opportunities for meaningful participation. This will require efforts to ensure authentic, two-way communication, with a feedback loop.

To recognize the importance of parental and community involvement and strong partnerships between the district and its stakeholders, Goal 4 in LCAP for 2017-20 will be restructured to say “Excellence for all students is supported through meaningful stakeholder engagement.” Goal 4 will focus on enhancing home/school/community partnerships, developing and refining internal and external communication systems, developing partnerships with community and industry sector partners, and ensuring a broad representation of stakeholders in meetings, workshops, and groups.

Other data, such as data on the California School Dashboard indicate that a district-level School Climate Committee is needed. The School Climate Committee will use the data from the survey to engage in the cycle of inquiry with district staff over the coming year.

The impact on the LCAP for 2017-20 of these survey and focus group results is a restructuring of goals, actions, and metrics, to ensure that there is a connectedness between them. An example is in Goal 1, with the Metric that states: “Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.” The accompanying action, which leads towards improvement on this metric is Action 3, which states: “Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness.” As noted in this example, there is a tight alignment between the Metric and the Action, which lead towards student proficiency in literacy and numeracy.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL	<u>Board Goal 1</u>								

Identified Need

Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to drop out from high school, and are less likely to successfully enter the job market. (Annie E. Casey Foundation, 2013)

WJUSD recognizes the importance of reading at grade level and teachers in WJUSD use early literacy assessments to track the progress of students in the early primary grades. Results from these assessments and from iReady Diagnostic assessments show that there are significant numbers of students not at grade level by 3rd grade. The mid year testing results from iReady for 3rd grade show that 37% of 3rd graders are reading on or above grade level. On the SBAC ELA assessment in 2015-16, 32% of 3rd graders reached the Meets or Exceeds Standards level. This was a 4% increase from the year before.

Students must be able to compute, have numerical fluency, understand mathematical concepts and ideas and engage in problem solving. Research connects student success in post secondary options, including choices and options in their career as well as life time earnings, with their ability to use math concepts, procedures and understanding to solve problems (NCTM). In the area of math, WJUSD students struggle with grade level standards. In 3rd grade, 18% of students are on or above grade level based on mid year testing results. On the 2015-16 SBAC Math assessment, 33% of 3rd graders reached the Meets or Exceeds Standards level. This was a 7% increase from the year before.

There is a gap in outcomes for English Learners as compared to all students. On the end of year summative SBAC test in English Language Arts, English Learners were 86.2 points below Level 3, which gives them a Status of Very Low. However, they increased by 18.2 points, which is a larger increase than all numerically significant student groups. On the SBAC test in Math, English Learners were 98.7 points below Level 3, which gives them a Status of Very Low. However, they increased by 12.3 points, which is greater than the increase by All Students (5.5 points).

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



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately credentialed and assigned teachers.	99.49% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.	100% of teachers are appropriately credentialed and assigned.
Student access to instructional materials and supplies.	100% of students have access to board-adopted instructional materials and supplies.	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.	100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.
School facilities maintained and in good repair.	24% of sites have an exemplary rating.	50% of sites have an exemplary rating.	75% of sites have an exemplary rating.	100% of sites have an exemplary rating.
Implement a common district instructional focus representing the application of 21st Century skills.	A common definition of 21st Century skills and a common district instructional focus that is tied to student learning targets and outcomes is in progress.	Develop district instructional focus and provide training so that 100% of staff can articulate and provide an example of how their student learning targets and outcomes are tied to the district instructional focus.	50% of student learning targets and outcomes are tied to the district instructional focus.	75% of student learning targets and outcomes are tied to the district instructional focus.
Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework.	Based on classroom observations and analysis of Units of Study, not all learning is rigorous and meets grade level standards.	50% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 40% are at a Depth of Knowledge (DOK) level 3 or 4.	75% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 50% are at a DOK level 3 or 4.	80% of tasks are aligned to the academic content standards including the ELA/ELD Framework, and 70% are at a DOK level 3 or 4.
Percentage of staff participating in professional learning.	Currently professional learning opportunities do not exist to meet the needs of all staff and students. There has been no expectation that learning as a result of professional development is implemented in	Create a plan to provide professional learning opportunities for all staff.	100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.	100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.

	classroom practice.			
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of student work.	50% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.	75% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.	100% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.
Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.	<p>iReady: 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math.</p> <p>NWEA: In Reading, 25% of 7th, 46% of 8th, 52% of 9th, and 47% of 10th graders met their projected growth. In Math, 44% of 7th, 45% of 8th, 46% of 9th, and 50% of 10th graders met their projected growth.</p>	<p>iReady: Increase by 5% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 5% the number of students that meet their projected growth in Reading and in Math.</p>	<p>iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.</p>	<p>iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.</p>
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance Index is no longer applicable)	<p>In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA.</p> <p>Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>5% growth over baseline.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>10% growth over baseline.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>15% growth over baseline.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math.	In Spring 2016 SBAC testing, 28% of students achieved the Meets/Exceeds Standards level on SBAC Math.	<p>5% growth over baseline.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners 	<p>10% growth over the previous year.</p> <p>Gap closing metrics for:</p>	<p>15% growth over the previous year.</p> <p>Gap closing metrics for:</p>

	<p>Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<ul style="list-style-type: none"> *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities
<p>Show growth on the ELA and Math Academic Indicator (California School Dashboard).</p>	<p>The district has a performance level of Yellow for both ELA and Math Academic Indicators. The Status is Low, but the Change is Increased, by 10.2 points for ELA and 5.5 for Math.</p>	<p>Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.</p>	<p>Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.</p>	<p>Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.</p>
<p>Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.</p>	<p>The district has a performance level of Orange for English Learner Progress. The Status is Medium, but the Change is Declined.</p>	<p>Performance level of Yellow, with a Status of Medium and a Change of Maintained.</p>	<p>Performance level of Green, with a Status of Medium, and a Change of Increased.</p>	<p>Performance level of Green, with a Status of High, and a Change of Increased.</p>
<p>Increase the number of State Seals of Biliteracy awarded to students.</p>	<p>As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.</p>	<p>Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy.</p>	<p>Increase by 12% the number of seals awarded to students receiving the State Seal of Biliteracy.</p>	<p>Increase by 15% the number of seals awarded to students receiving the State Seal of Biliteracy.</p>

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities
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[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement base instructional program for preK - Adult Education to include:
 * appropriately credentialed and assigned teachers
 * sufficient adopted material for all courses
 * safe, clean, and orderly facilities
 * student-centered learning spaces and environments

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$2,913,847
Source	Supplemental/Concentration
Budget Reference	1xxx-5xxx
Amount	\$1,000,000
Source	Other

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	4000-4999: Books And Supplies Lottery funds	Budget Reference		Budget Reference	
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Action 2

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

aligned to the ELA/ELD framework across all content areas and grade levels to support a district-wide instructional focus
 *integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning.
 *provide professional learning opportunities for classified staff to support student learning
 *teachers will use intentional and on-going models and supports to scaffold language for English Learners

BUDGETED EXPENDITURES

2017-18

Amount	1,226,000
Source	Supplemental/Concentration
Budget Reference	1xxx-5xxx
Amount	\$585,000
Source	Title I
Budget Reference	1xxx-5xxx
Amount	\$15,000
Source	Title II
Budget Reference	1xxx-5xxx

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action 3

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL	<u>Board Goal 1</u>								

[Identified Need](#)

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

The percentage of students in 2013-14 that graduated having met A-G requirements was 43.4%. The 2014-15 cohort graduation rate for English Learners (85.2%) and for Special Education students (73.2%) is lower than the rate for All Students (90.4%). Although this shows an increase in graduation rates for English Learners and Students with Disabilities when compared to 2013-2014, it also highlights the need for continued focus on improving outcomes for all students. In Advanced Placement courses, students who are Hispanic or Latino are much more likely to be enrolled in AP Spanish Language (95% of enrolled students) or AP Spanish Literature (98% of enrolled students), and less likely to be enrolled in higher-level science or math courses, such as AP Biology (31% of enrolled students) or AP Calculus AB (45% of enrolled students).

At the secondary level, English Learners have lower rates of credit completion at the semester mark, when compared to all students. In 2016-17, the percentage of 9th graders earning 25+ credits at fall semester (on track) was 86%, while the percentage of 9th grade ELs was 74%. The percentage of 10th graders earning 75+ credits at fall semester (on track) was 86%, while the percentage of 10th grade ELs was 79%. English Learner Specialists support English Learners at all sites, leading the placement and monitoring process. This support is essential, due to the significant numbers of Long Term English Learners at the secondary level who are more likely to drop out of school. Research shows that monitoring progress and engaging in data chats with students are effective strategies with Long Term English Learners. (Olsen, 2014)

Research shows that Career Technical Education courses prepare students for both college and career and the ability to be viable for employment. Students who take CTE courses have greater academic skills, technical skills and skills employers are looking for. (www.p21.org) In WJUSD, the number of Hispanic or Latino students who participate in career technical courses is disproportionate. In order for students and families to fully take advantage of the benefits of CTE programs, the CTE course sequences need to be aligned. This work has begun, and in 2017-18, WJUSD will continue to work on the sequencing of CTE courses, ensuring that pathways are clear and coherent.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Personalized learning plans for all students to have ownership and engagement in their college and career goals.	Currently, there are some high school students who have used the California Colleges Guidance Initiative (CCGI) to identify interests for post-secondary goals.	50% of 7th, 9th and 12th grade students will participate in creating a personalized learning plan to develop their college and career goals.	75% of 7th - 12th grade students will participate in creating and monitoring their own personalized learning plan to develop their college and career goals.	100% of 6th - 12th grade students will participate in creating and monitoring their own personalized learning plan to develop their college and career goals.
Graduation requirements represent UC/CSU admission and/or industry certification.	Students can earn a diploma from WJUSD that does not give them eligibility for entrance into UC/CSU and/or receive industry certification.	District staff, faculty, and stakeholder analysis and development of WJUSD graduation requirements that support a broad course of study, including UC/CSU and/or industry certification.	70% of students are enrolled in a broad course of study that leads to eligibility for UC/CSU and/or industry certification.	100% of students are enrolled in a broad course of study that leads to eligibility for UC/CSU and/or industry certification.
Percentage of students completing UC/CSU A-G course requirements.	38% of graduates have met the minimum requirements for UC/CSU admission.	Increase by 5% the number of graduates that complete UC/CSU A-G requirements.	Increase by 10% the number of graduates that complete UC/CSU A-G requirements.	Increase by 15% the number of graduates that complete UC/CSU A-G requirements.
Number of pathways that result in certification in high demand, local industry sectors.	Currently, not all Career Technical Education (CTE) courses align with industry sectors or result in certification.	District analysis and development of a plan to align CTE courses with industry certification.	50% of courses align to a pathway that results in certification.	75% of courses align to a pathway that results in certification.
Increase the number of students who are enrolled in Advanced Placement (AP) courses and pass the course with a grade of C or better.	Current policy and practice does not provide the opportunity for all students to have access and/or the supports to be successful in AP courses.	10% growth over baseline for enrollment in AP courses and course passage with a C or better.	Increase by 15% the number of students passing the AP course with a C or better.	Increase by 20% the number of students passing the AP course with a C or better.
Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).	49% of students received a passing score on the AP test in 2015-16. Currently, there are not consistent expectations and supports for all AP students to take an AP test.	80% of students enrolled in an AP course take an AP test and 55% of students receive a passing score on the AP test.	85% of students enrolled in an AP course take an AP test and 65% of students receive a passing score on the AP test.	90% of students enrolled in an AP course take an AP test and 80% of students receive a passing score.
Increase the percentage of	19% of 11th graders are ready	25% of 11th graders are ready	35% of 11th graders are ready	50% of 11th graders are ready

students demonstrating college preparedness as measured by Early Assessment Program (EAP).	for college-level work in English Language Arts. 7% of 11th graders are ready for college-level work in math.	for college-level work in English Language Arts and Math.	for college-level work in English Language Arts and Math.	for college-level work in English Language Arts and Math.
Increase the number of students dual and concurrently enrolled in community college classes.	Currently, the district does not have a formalized dual enrollment agreement with local community colleges. The district relies on student self-reporting of their enrollment in community college courses.	Develop a Memorandum of Understanding (MOU) for dual enrollment course of study which includes a reporting/communication mechanism. Develop a baseline number of students dual enrolled.	10% growth over baseline for students dual enrolled.	20% growth over previous year for students dual enrolled.
Increase the District reclassification rate for English Learners.	The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.	1.2% over State Reclassification Rate as reported by CDE.	1.3% over State Reclassification Rate as reported by CDE.	1.5% over State Reclassification Rate as reported by CDE.
Decrease the number of Long Term English Learners.	In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.	At-Risk: Reduce by .5% of state average based on total "Ever EL". LTEL: Reduce by 2.5% of state average based on total "Ever EL".	At-Risk: Reduce by .8% of state average based on total "Ever EL". LTEL: Reduce by 2.8% of state average based on total "Ever EL".	At-Risk: Reduce by 1% of state average based on total "Ever EL". LTEL: Reduce by 3% of state average based on total "Ever EL".
Increase the cohort graduation rate at each high school.	The 2015-16 cohort graduation rate for CCHS is 65.3%, for PHS is 94.3%, and for WHS is 94%.	Increase the cohort graduation rate at all high schools to 95%.	Increase the cohort graduation rate at all high schools to 96%.	Increase the cohort graduation rate at all high schools to 97%.
Decrease the number of middle school and high school dropouts.	In 2015-16, there were two middle school dropouts, and 41 high school dropouts.	Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 30.	Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 15.	Ensure that the number of middle or high school dropouts is less than 10.
Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives.	Baseline data does not currently exist of goals being set and the percentage of those goals being met in IEPs.	Establish baseline data.	Increase by 10%.	Increase by 10%.
Ensure that programs and services are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.	Currently, there is no evidence of consistent, personalized and targeted supports for unduplicated (low income, English Learner, foster, homeless, migrant) students.	Collect examples of evidence of programs and services that support unduplicated students.	Develop consistent practices based upon the evidence of programs and services that support unduplicated students.	Analyze the impact of programs and services that support unduplicated students.
Increase opportunities for all	Visual and Performing Arts	District analysis and	Ensure opportunities for all K-12	Ensure that all students take

students to have meaningful participation in the Visual and Performing Arts.	classes are singletons and are not consistently aligned with the Visual and Performing Arts standards.	development of a plan to increase VAPA opportunities for all students K-12.	students to take courses within a coherent, aligned VAPA pathway.	courses within a coherent, aligned VAPA pathway.
Increase opportunities for all students to learn through online platforms.	Currently, some students use programs such as CyberHigh for credit recovery and Odysseyware to supplement coursework.	District identification and implementation of online coursework using multiple platforms to provide more opportunities for students to complete their graduation requirements.	Increase by 10% over the previous year students accessing online coursework using multiple platforms towards their graduation requirements.	Increase by 10% over the previous year students accessing online coursework using multiple platforms towards their graduation requirements.
Increase the number of students who are "Prepared" on the College and Career Indicator (California School Dashboard).	34.7% of students are Prepared on the CCI (2013-14 data).	40% of students are Prepared on the CCI.	45% of students are Prepared on the CCI.	50% of students are Prepared on the CCI.

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:
 *Interdisciplinary UC a-g approved courses
 *Integrated CTE
 *Integrated VAPA
 *Online learning
 *Dual/concurrent enrollment
 *Dual Immersion program expansion
 *Ethnic Studies and Mariachi courses will be ready for board approval no later than January 25, 2018

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action **2**

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

[Students to be Served](#) All Students with Disabilities
[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income
[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include:
*creation of a digital personalized learning plan and portfolio
*transparent grading systems that provide regular updated information regarding student achievement
*plans and course of study that include student voice and choice

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$114,000

Source Supplemental/Concentration

Budget Reference 1xxx-5xxx

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **3**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: \$50,000

Source: Supplemental/Concentration

Budget Reference: 1xxx-5xxx

Amount: \$30,000

Source: Title II

Budget Reference: 1xxx-5xxx

2018-19

Amount:

Source:

Budget Reference:

Amount:

Source:

Budget Reference:

2019-20

Amount:

Source:

Budget Reference:

Amount:

Source:

Budget Reference:

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

Research shows that students need a safe, respectful and caring environment in order to achieve in school. Students who feel comfortable at their school are more likely to come to school and to be engaged when they are there. Research also shows that regular attendance in school is critical, and that the relationship between attendance and achievement begins early in Kindergarten. Students who miss school have a higher rate of high school dropout (National Center for Education Statistics, 2009). Attendance data in WJUSD shows that Homeless Students, Special Education, and 504 Program students have the highest rate of chronic absenteeism (17.3% of Homeless students, 15% of Special Education students, and 17.9% of 504 program students) compared to all students (9.6%)

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

Additionally, students who have high rates of suspension are less likely to have favorable attitudes toward school, and are less likely to be academically successful. According to the National Center for Education Statistics (NCES, 2016), schools with supportive climates have higher attendance rates and lower rates of suspension and expulsion. In WJUSD, the suspension rate increased 2.7% from 2013-14 to 2014-15, resulting in a 9.4% suspension rate, which is higher than the county and state averages.

WJUSD uses the California School Climate, Health, and Learning Survey System (Cal-SCHLS) to get feedback from students, parents, and staff. Cal-SCHLS includes the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey., and provides data on school climate and safety, learning supports and barriers, and stakeholder engagement; as well as youth development, health, and well-being. The surveys conducted in 2016-17 show a need to ensure that connections between actions, supports, and goals are tightly aligned and that opportunities for parent involvement are meaningful and engaging.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the number of students who are chronically absent.	As of March 2017, 9.6% of students are chronically absent.	8% of students are chronically absent.	6% of students are chronically absent.	5% of students are chronically absent.
Increase the attendance rate for all schools.	As of March 2017, the district-wide attendance rate is 94.14%.	The district-wide attendance rate is 95.5%.	The district-wide attendance rate is 97%.	The district-wide attendance rate is 98%.
Increase the number of students in the Healthy Fitness Zone in all 6 standards.	In 2016, 28% of tested students met all 6 standards on the Physical Fitness test.	35% of tested students meet all 6 standards on the Physical Fitness Test.	40% of tested students meet all 6 standards on the Physical Fitness Test.	50% of tested students meet all 6 standards on the Physical Fitness Test.
Increase student sense of safety and school connectedness across all school sites.	In 2017, student sense of safety on the California Healthy Kids Survey is 78% (5th grade), 65% (7th grade), 51% (9th grade), 63% (11th grade), and 72% (CCHS). Student sense of connectedness is 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS).	Increase by 5% student sense of safety and sense of connectedness for all students surveyed.	Increase by 10% student sense of safety and sense of connectedness for all students surveyed.	Increase by 15% student sense of safety and sense of connectedness for all students surveyed.
Decrease the number of expulsions.	As of March 2017, the number of expulsions is 8.	The number of expulsions is 7.	The number of expulsions is 5.	The number of expulsions is 3.
Ensure that the number of suspensions is proportionate to the population.	As of March 2017, the number of suspensions for students with disabilities and Hispanic students is disproportionate. Students with disabilities, who make up 13% of the population, account for 23% of the suspensions. Hispanic students, who make up 68% of the population, account for 72% of the suspensions.	The number of students with suspensions is proportionate to the population.	The number of students with suspensions is proportionate to the population.	The number of students with suspensions is proportionate to the population.
Decrease the total number of suspensions.	The number of suspensions (in school and out of school), as of March 2017, is 971, which is a 30% decrease from the previous year.	The number of suspensions (in school and out of school) is 650.	The number of suspensions (in school and out of school) is 435.	The number of suspensions (in school and out of school) is 290.
Develop common agreements about district-wide consistent and effective Positive Behavior	Currently, there are teacher-directed behavior support structures and some practices	School teams identify practices which demonstrate evidence of what it looks like, feels like, and	75% of classrooms are fully implementing student-centered practices and have examples of	100% of classrooms are fully implementing student-centered practices and have examples of

<p>Interventions and Supports.</p>	<p>that support co-constructing of PBIS strategies.</p>	<p>sounds like in a student-centered classroom. 50% of classrooms have examples of evidence consistently and regularly demonstrated.</p>	<p>evidence consistently and regularly demonstrated.</p>	<p>evidence consistently and regularly demonstrated.</p>
<p>Ensure that operational systems provide equity and access to core and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.</p>	<p>Currently, master schedules/programs/course and graduation requirements demonstrate evidence of gate-keeping that do not provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.</p>	<p>50% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.</p>	<p>75% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.</p>	<p>All master schedules/programs/course and graduation requirements are developed for English Learners and students with special needs so that there are no barriers to access and opportunity for all courses.</p>
<p>Ensure access to extended learning opportunities.</p>	<p>The district does not currently have regular and ongoing opportunities for internships within and outside the school day.</p>	<p>District analysis and development of a plan to develop internship opportunities aligned to career pathways and the interests of students.</p>	<p>Increase by 10% internship opportunities aligned to career pathways and the interests of students.</p>	<p>Increase by 10% internship opportunities aligned to career pathways and the interests of students.</p>
<p>Ensure 1:1 access in classrooms and at home.</p>	<p>More than 1000 parents and guardians received wi-fi hot spots for home internet access.</p>	<p>All parents and guardians who qualify for wi-fi hot spots are provided with the devices.</p>	<p>All parents and guardians who qualify for wi-fi hot spots are provided with the devices.</p>	<p>All parents and guardians who qualify for wi-fi hot spots are provided with the devices.</p>
<p>Provide a coherent data management system that allows for monitoring of student data.</p>	<p>Currently, all staff have access to data but there is not a deep understanding of how to analyze and assess the impact of teaching practice on student learning.</p>	<p>All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.</p>	<p>All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.</p>	<p>All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.</p>
<p>Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.</p>	<p>Currently, counselors provide varying levels of support for students' social, emotional, academic, and behavioral needs.</p>	<p>District analysis and development of a plan based upon the National Association of School Counselors to support students K-12.</p>	<p>Implement regular and ongoing professional learning for all counselors to demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.</p>	<p>Collect evidence of best practices of all counselors demonstrating evidence of practices that support students' social, emotional, academic, and behavioral needs.</p>
<p>Provide targeted professional learning of classified staff to support student learning goals.</p>	<p>Professional learning opportunities for classified staff have included classroom management, non-violent crisis prevention, attendance, discipline, and PBIS.</p>	<p>All classified staff receive job-embedded professional learning opportunities that support student learning goals.</p>	<p>All classified staff receive job-embedded professional learning opportunities that support student learning goals.</p>	<p>All classified staff receive job-embedded professional learning opportunities that support student learning goals.</p>

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:
 *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design
 *Developing universal awareness, common language, focus, and ownership of PBIS practices
 *Identifying and allocating academic, social/emotional supports and interventions for students
 *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior
 *Identify tiered supports for students through the

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$3,455,890

Source Supplemental/Concentration

Budget Reference 1xxx-5xxx

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through:
 *Implement student-led IEPs and conferences
 *Development of exhibitions to demonstrate learning
 *Create digital personalized learning plans

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action **3**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including: *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers *intern/externships		

BUDGETED EXPENDITURES

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

Action 4

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$204,000

Source Supplemental/Concentration

Budget Reference 4xxx

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Identify and implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$83,779
Source	Supplemental/Concentration
Budget Reference	1xxx-5xxx
Amount	\$7936
Source	Title I
Budget Reference	1xxx-5xxx

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

Improve the English proficiency and academic achievement of English Learners.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

In 2016-17, English Learners account for 26% of the student population. There is a wide diversity of languages represented within the English Learner group, but the majority are Spanish speaking. This year, 18% of English Learners were reclassified, and the high school cohort graduation rate for English Learners is approaching the cohort graduation rate for all students. With these successes, though, come significant challenges. There is a wide achievement gap between English Learners and all students on end of year statewide testing as measured by the California Assessment of Student Performance and Progress.

On the Smarter Balanced Assessment (SBAC) in English Language Arts given in 2015-16, English Learners were 86.2 points below Level 3, which gives them a Status of Very Low. However, their scores increased by 18.2 points from the previous year, which is a larger increase than all numerically significant student groups. On the SBAC test in Math, English Learners were 98.7 points below Level 3, which gives them a status of Very Low. However, their scores increased by 12.3 points, which is greater than the increase by All Students (5.5 points).

English Learners also struggle with earning credits at the secondary level, and have lower rates of credit completion at the semester mark, when compared to All Students. In 2016-17, the percentage of 9th graders earning 25+ credits at fall semester (on track) was 86%, while the percentage of 9th grade ELs was 74%. The percentage of 10th graders earning 75+ credits at fall semester (on track) was 86%, while the percentage of 10th grade ELs was 79%. English Learner specialists support English Learners at all sites, leading the placement and monitoring process. This support is essential, due to the significant numbers of Long Term English Learners at the secondary level who are more likely to drop out of school. Research shows that monitoring progress and engaging in data chats with students are effective strategies with Long Term English Learners. (Olsen, 2014)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Show growth on the English Learner Progress Indicator	The district has a performance level of Orange for English	Performance level of Yellow, with a Status of Medium, and a	Performance level of Green, with a Status of Medium, and a	Performance level of Green, with a Status of High, and a Change

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: \$396,000
 Source: Supplemental/Concentration
 Budget Reference: 1xxx-5xxx

2018-19

Amount:
 Source:
 Budget Reference:

2019-20

Amount:
 Source:
 Budget Reference:

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, page 57; Goal 3, page 66)

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action 3

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

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

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$1,624,424
Source	Supplemental/Concentration
Budget Reference	1xxx-5xxx
Amount	\$133,768
Source	Title II

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	1xxx-5xxx	Budget Reference		Budget Reference	
Amount	\$179,671	Amount		Amount	
Source	Title III	Source		Source	
Budget Reference	1xxx-5xxx	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

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

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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.	Data from the California School Parent Survey shows that 87% of parents had attended a general school meeting. 42% of parents had attended a meeting of the PTA, and 71% had attended a parent-teacher	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.

	conference. Currently there is little data to report on the demographics of the parents who attend those meetings.			
Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.	Some sites/grade levels/classrooms participate in student-led conferences.	Every school site identifies opportunities for student-led demonstrations of proficiency.	Every student has at least one opportunity for a student-led demonstration of proficiency.	Every student has at least one opportunity for a student-led demonstration of proficiency.
Increase opportunities for parent learning through Parent University.	During 2016-17, there were eight Parent University workshops, with topics such as Using Technology, Understanding the iReady assessment, and Social and Emotional Learning. There were also sessions by Parent Institute for a Quality Education (PIQE) at each site.	Increase by 25% the number of opportunities for parent learning through Parent University.	Increase by 25% the number of opportunities for parent learning through Parent University.	Increase by 25% the number of opportunities for parent learning through Parent University.
Increase parent/family participation in programs for unduplicated pupils.	Currently, there are limited opportunities for parent/family participation in programs specifically targeted to unduplicated pupils.	Create opportunities for parent/family participation in programs for unduplicated pupils.	Increase by 25% parent/family participation in programs for unduplicated pupils.	Increase by 25% parent/family participation in programs for unduplicated pupils.
Increase parent/family participation in programs for students with special needs.	Currently, there are limited opportunities for parent/family participation in programs specifically targeted to students with special needs.	Create opportunities for parent/family participation in programs for students with special needs.	Increase by 25% parent/family participation in programs for students with special needs.	Increase by 25% parent/family participation in programs for students with special needs.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.	On the 2016-17 California School Parent Survey, 35% of parents strongly agreed that the "school promotes academic success for all students," 29% strongly agreed that the "school provides opportunities for meaningful student participation," and 31% strongly agreed that the "school allows input and welcomes parents' contributions."	40% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.	50% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.	60% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.
Increase number of community	A limited number of partnerships	Increase by 25% the number of	Increase by 25% the number of	Increase by 25% the number of

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$345,000
Source	Supplemental/Concentration
Budget Reference	1xxx-5xxx
Amount	\$124,000
Source	Title I
Budget Reference	1xxx-5xxx

2018-19

Amount	<input type="text"/>
Source	<input type="text"/>
Budget Reference	<input type="text"/>
Amount	<input type="text"/>
Source	<input type="text"/>
Budget Reference	<input type="text"/>

2019-20

Amount	<input type="text"/>
Source	<input type="text"/>
Budget Reference	<input type="text"/>
Amount	<input type="text"/>
Source	<input type="text"/>
Budget Reference	<input type="text"/>

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff.
 *Create communication protocols across sites and refine translation services as needed.
 *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders.
 *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$339,140
Source	Supplemental/Concentration
Budget Reference	1xxx-5xxx
Amount	\$60,000

2018-19

Amount	
Source	
Budget Reference	
Amount	

2019-20

Amount	
Source	
Budget Reference	
Amount	

Source	Title I	Source		Source	
Budget Reference	1xxx-5xxx	Budget Reference		Budget Reference	

Action 3

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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BUDGETED EXPENDITURES

2017-18

Amount: \$50,000
Source: Supplemental/Concentration
Budget Reference: 1xxx-5xxx

2018-19

Amount: []
Source: []
Budget Reference: []

2019-20

Amount: []
Source: []
Budget Reference: []

Action **4**

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

Students to be Served: All Students with Disabilities
Location(s): All Schools Specific Schools: [] Specific Grade spans: []

OR

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

Students to be Served: English Learners Foster Youth Low Income
Scope of Services: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)
Location(s): All Schools Specific Schools: [] Specific Grade spans: []

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

[]

[]

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

Supplemental/Concentration

Budget
Reference

1xxx-5xxx

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$16,035,740

Percentage to Increase or Improve Services: 22.5%

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

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

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

These programs and supports are principally directed to meet the needs of English Learners:

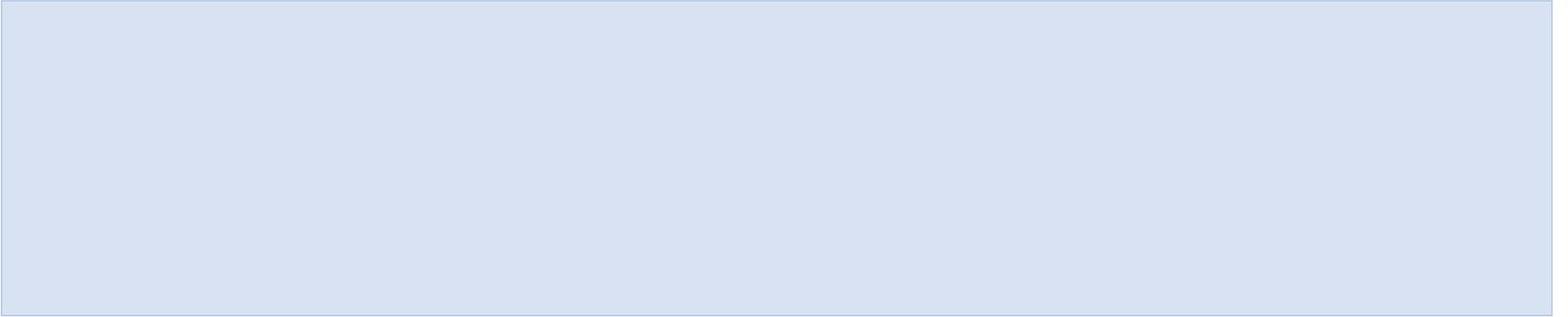
- * English Learner Specialists at each school site
- * English Learner Coordinators
- * Translation support for all parent communications
- * Training and support for teachers in the ELD standards

These programs and supports are principally directed to meet the needs of Foster Youth:

- * Foster Youth Program Manager to coordinate outreach and support for Foster Youth
- * Direct support to Foster Youth to include tutoring, transportation, school supplies, and emergency assistance

These programs and supports are principally directed to meet the needs of Low Income students:

- * Site allocations for interventions
- * Internet access at home to use with school issued Chromebook
- * Implementation of AVID at the elementary level
- * AVID support at all levels
- * Parent trainings, workshops, and events
- * Response to Intervention specialists at each school site



Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	16,600,592.00	14,892,331.54	18,395,760.00	0.00	0.00	18,395,760.00
	0.00	1,463,562.00	0.00	0.00	0.00	0.00
Base	1,520,000.00	74,000.00	0.00	0.00	0.00	0.00
Other	0.00	75,000.00	1,000,000.00	0.00	0.00	1,000,000.00
Supplemental/Concentration	14,751,567.00	13,208,024.54	16,035,740.00	0.00	0.00	16,035,740.00
Title I	0.00	0.00	172,936.00	0.00	0.00	172,936.00
Title I	23,000.00	0.00	769,000.00	0.00	0.00	769,000.00
Title II	306,025.00	0.00	238,413.00	0.00	0.00	238,413.00
Title III	0.00	71,745.00	179,671.00	0.00	0.00	179,671.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	16,600,592.00	14,892,331.54	18,395,760.00	0.00	0.00	18,395,760.00
	14,170,592.00	14,598,331.54	17,395,760.00	0.00	0.00	17,395,760.00
1000-1999: Certificated Personnel Salaries	80,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	2,080,000.00	74,000.00	1,000,000.00	0.00	0.00	1,000,000.00
5000-5999: Services And Other Operating Expenditures	270,000.00	220,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	16,600,592.00	14,892,331.54	18,395,760.00	0.00	0.00	18,395,760.00
		0.00	1,463,562.00	0.00	0.00	0.00	0.00
	Base	520,000.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	75,000.00	0.00	0.00	0.00	0.00
	Supplemental/Concentration	13,371,567.00	12,988,024.54	16,035,740.00	0.00	0.00	16,035,740.00
	Title I	0.00	0.00	172,936.00	0.00	0.00	172,936.00
	Title I	23,000.00	0.00	769,000.00	0.00	0.00	769,000.00
	Title II	256,025.00	0.00	238,413.00	0.00	0.00	238,413.00
	Title III	0.00	71,745.00	179,671.00	0.00	0.00	179,671.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	80,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	1,000,000.00	74,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	1,000,000.00	0.00	0.00	1,000,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	1,080,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	220,000.00	220,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	50,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	6,249,847.00	0.00	0.00	6,249,847.00
Goal 2	1,460,530.00	0.00	0.00	1,460,530.00
Goal 3	5,323,380.00	0.00	0.00	5,323,380.00
Goal 4	4,433,863.00	0.00	0.00	4,433,863.00
Goal 5	928,140.00	0.00	0.00	928,140.00
Goal 6	0.00	0.00	0.00	0.00

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