

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

### The Story

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

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

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

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

- African American 138 (1.4%)
- American Indian 54 (.5%)
- Asian 519 (5.2%)
- Filipino 63 (.6%)
- Hispanic/Latino 6835 (68%)
- Pacific Islander 38 (.4%)
- White 2177 (22%)
- Two or More Races 142 (1.4%)

Not Reported 75 (.7%)  
Socioeconomically Disadvantaged 6584 (66%)  
English Learner 2461 (25%)  
Students with Disabilities 1211 (12%)  
Foster 67 (.7%)  
Homeless 234 (2.3%)  
Migrant 200 (2%)

Total 10,041

## LCAP Highlights

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

The 2018-19 Local Control Accountability Plan for the Woodland Joint Unified School District continues to build on the work that was initiated in the 2017-18 school year. This upcoming year's plan is the second year in a three year plan, so the goals and actions remain the same, reflecting a commitment to long term growth and sustainability. There are reductions in some expenditures which reflect a move towards fewer contracts with outside vendors, and a commitment to providing in-house and local professional learning wherever possible. There are small adjustments to some metrics which have proven to be not useful or not possible to collect data on.

## Review of Performance

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

## Greatest Progress

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

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

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

Decreases in overall suspensions

Development of Ethnic Studies course options to support the Ethnic Studies graduation requirement; development of a statement of purpose and standards for Ethnic Studies courses  
Development and consistent use of common district assessments in Reading, Math, and Social-Emotional well-being  
Development of a Memorandum of Understanding for dual enrollment with Woodland Community College  
Development of partnerships with community organizations and agencies  
Increases in the number of parent workshops through Parent Empowerment  
Increases in the Graduation Rate for English Learner, Low Income, and Students with Disabilities  
Increase in the number of students meeting a-g requirements  
Increase in the number of students at the Prepared level on the College and Career Indicator  
Increase in the number of State Seals of Biliteracy awarded

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

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

## **Greatest Needs**

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

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

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

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

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

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

## **Performance Gaps**

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

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

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

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

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

## Increased or Improved services

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

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$0.00

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

(To be updated after budget development)  
 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%)

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:    Board Goal 1

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Appropriately credentialed and assigned teachers.

**17-18**

100% of teachers are appropriately credentialed and assigned.

**Baseline**

99.49% of teachers are appropriately credentialed and assigned.

**Metric/Indicator**

Student access to instructional materials and supplies.

**17-18**

100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and Board instructional materials sufficiency resolution.

Actual

97% of teachers are appropriately credentialed and assigned.

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

Expected

**Baseline**

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

**Metric/Indicator**

School facilities maintained and in good repair.

**17-18**

50% of sites have an exemplary rating.

**Baseline**

24% of sites have an exemplary rating.

**Metric/Indicator**

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

**17-18**

Develop district instructional focus and provide training so that 100% of staff can articulate and provide an example of how their student learning targets and outcomes are tied to the district instructional focus.

**Baseline**

A common definition of 21st Century skills and a common district instructional focus that is tied to student learning targets and outcomes is in progress.

**Metric/Indicator**

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

**17-18**

50% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 40% are at a Depth of Knowledge (DOK) level 3 or 4.

**Baseline**

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

**Metric/Indicator**

Percentage of staff participating in professional learning.

Actual

0% of sites have an exemplary rating.

District and school administrators are collecting evidence of the instructional focus by engaging in classroom walkthroughs, calibrating on their observations, and providing feedback to teachers. Evidence that 100% of staff can articulate the district instructional focus is not yet available. Evidence that 100% of staff can articulate a common definition of 21st Century skills and how they are embedded in the district instructional focus is not yet available.

Site administrators are engaging in data collection activities, but there is not sufficient evidence yet to say that 50% of tasks are mostly or significantly aligned to standards.

Professional Learning is underway for Balanced Literacy, Disciplinary Literacy, Math Practices, Restorative Practices, and the Innovator Cohort (for technology practices), but not all staff are able to take advantage of this training. This is because there were limited times available for training and

## Expected

### 17-18

Create a plan to provide professional learning opportunities for all staff.

#### Baseline

Currently professional learning opportunities do not exist to meet the needs of all staff and students. There has been no expectation that learning as a result of professional development is implemented in classroom practice.

#### Metric/Indicator

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

### 17-18

50% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.

#### Baseline

Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of student work.

#### Metric/Indicator

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

### 17-18

iReady: Increase by 5% the number of students who achieve their growth target in Reading and in Math.

NWEA: Increase by 5% the number of students that meet their projected growth in Reading and in Math.

## Actual

the number of participants was limited. Balanced Literacy professional learning was provided at five elementary sites, Disciplinary Literacy was provided at all secondary sites, and Math Practices training was provided at 6 sites (five elementary and one secondary). Restorative Practices training was provided at secondary sites. In 2018-19, these opportunities will be expanded to include as many staff who are interested in the training as possible. The district supports new teachers in the Teacher Induction Program by providing professional learning opportunities specific to new teachers.

PLCs at school sites include grade level teams, department teams, and school leadership teams. The district has anecdotal evidence that teams collect and analyze student work as well as achievement and other data. Teams are provided collaboration time on Wednesday afternoons. At the elementary level, most sites (8 schools) engaged in academic conferences, which are meetings between administrator and teacher teams to analyze student progress. However, there is currently no quantifiable evidence to identify the percentage of PLCs that regularly collect and analyze student work.

This data will be available in early June 2018.



## Expected

### Baseline

iReady: 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math.

NWEA: In Reading, 25% of 7th, 46% of 8th, 52% of 9th, and 47% of 10th graders met their projected growth. In Math, 44% of 7th, 45% of 8th, 46% of 9th, and 50% of 10th graders met their projected growth.

### Metric/Indicator

Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance Index is no longer applicable)

### 17-18

5% growth over baseline.

Gap closing metrics for:

- \*English Learners
- \*African American student group
- \*Homeless youth
- \*Foster youth
- \*R-FEP students
- \*Migrant students
- \*Students with disabilities

### Baseline

In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA.

Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:

- \*English Learners
- \*African American student group
- \*Homeless youth
- \*Foster youth
- \*R-FEP students
- \*Migrant students
- \*Students with disabilities

## Actual

The percentage of students at the Meets and Exceeds Standards level in Spring 2017 SBAC testing for ELA was 38.5%, which was a decline from Spring 2016. On the Dashboard, the performance level is Orange for All Students, with a Status of Low, and a Change of Declined.

2016-17 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:

English Learners 4.9%  
African American students 36.3%  
Homeless youth 33%  
Foster youth 22%  
R-FEP students 42%  
Migrant students 37.1%  
Students with disabilities 8.3%  
Low income students 31.2%

## Expected

### Metric/Indicator

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

#### 17-18

5% growth over baseline.

Gap closing metrics for:

- \*English Learners
- \*African American student group
- \*Homeless youth
- \*Foster youth
- \*R-FEP students
- \*Migrant students
- \*Students with disabilities

### Baseline

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

Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:

- \*English Learners
- \*African American student group
- \*Homeless youth
- \*Foster youth
- \*R-FEP students
- \*Migrant students
- \*Students with disabilities

### Metric/Indicator

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

#### 17-18

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

## Actual

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

2016-17 performance for student groups was as follows:

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

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

Expected

Actual

**Baseline**

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

**Metric/Indicator**

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

**17-18**

Performance level of Yellow, with a Status of Medium and a Change of Maintained.

**Baseline**

The district has a performance level of Orange for English Learner Progress. The Status is Medium, but the Change is Declined.

**Metric/Indicator**

Increase the number of State Seals of Biliteracy awarded to students.

**17-18**

Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy.

**Baseline**

As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.

The Fall 2017 English Learner Progress Indicator on the California School Dashboard is Orange (Medium/Declined).

As of May 2018, the number of seals awarded to students receiving the State Seal of Biliteracy is 138.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement base instructional program for preK - Adult Education to include:	The district provided the base instructional program for all preK-Adult Education students. 97% of teachers are appropriately	1xxx-5xxx Supplemental/Concentration \$2,913,847	1xxx-5xxx Supplemental/Concentration \$2,908,847

\* appropriately credentialed and assigned teachers  
 \* sufficient adopted material for all courses  
 \* safe, clean, and orderly facilities  
 \* student-centered learning spaces and environments

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

**Students to be Served**  
 All

**Location(s)**  
 All Schools

credentialed and assigned. All students are provided with the adopted material for all courses. Facilities are maintained and repairs/upgrades are conducted as funding is available. The district has provided furniture for teachers who were interested in creating student-centered learning spaces and environments.

Lottery funds 4000-4999: Books And Supplies Other \$1,000,000

Lottery Funds 4000-4999: Books And Supplies Other \$1,319,000

1xxx-5xxx Title II \$138,250

## Action 2

### Planned Actions/Services

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

\*develop a district-wide instructional focus and common definition of the demonstration of 21st Century skills  
 \*PLCs, lesson study, large/small/individual, coaching, observation, and feedback  
 \*strengthen ability and practice of principals to lead instructional improvement efforts in their

### Actual Actions/Services

The district instructional focus has been developed. In order to develop common language and understanding around the instructional focus, site administrators have engaged in learning walks this year. These learning walks have taken place formally, within Leadership Academy and during the Instructional Site Visits, and also informally, with groups of site administrators meeting together at their sites to do walkthroughs and provide feedback.

### Budgeted Expenditures

1xxx-5xxx Supplemental/Concentration \$1,226,000

1xxx-5xxx Title I \$585,000

1xxx-5xxx Title II \$15,000

### Estimated Actual Expenditures

1xxx-5xxx Supplemental/Concentration \$1,360,522

1xxx-5xxx Title I \$197,800

schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice

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

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

The district worked with the Woodland Education Association to create a feedback form which is used by site and district administrators to provide feedback to teachers after a learning walk. The feedback form is not evaluative and includes three simple prompts: "I celebrate..., I notice..., and I wonder..."

The Teaching and Learning Team has worked this year to implement new structures for professional learning, by providing opportunities for teachers to work with a consultant within a classroom setting. While there were traditional professional development offerings as well, teachers have provided good feedback on the new model. The main types of professional learning that provided job-embedded coaching were: Understanding Math Practices for grades K-7, Balanced Literacy for grades K-6, and Disciplinary Literacy for grades 7-12.

There have also been numerous opportunities for teachers to receive training in technology, including the Innovator Cohort, which has met several times this year and has created authentic work products using technology tools.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness.</p> <p>*Design and implement a process for monitoring systemwide progress (i.e. Learning Walks).</p> <p>*Provide site funds for interventions based on student need.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>The district gathers numerous datapoints, including benchmark and summative assessments, which are designed to provide teachers with information about student progress. 8 Elementary sites conducted Academic Conferences, which are meetings that site administrators hold with teachers to analyze student progress and plan for interventions for students who are not achieving. The use of data to analyze student progress varies by school site. In the coming year, identifying, using, and analyzing formative assessment data will be a focus for the professional learning opportunities that are provided. Additionally, all school site administrators will be expected to hold academic conferences with their teachers in 2018-19.</p> <p>Site administrators have collected data on systemwide progress through Learning Walks, which have been organized formally (through Leadership Academy and Instructional Site Visits) and informally, through collegial networks among site administrators.</p> <p>Site funds for interventions have been provided to sites. Site administrators outline the use of the funds in the Single Plan for</p>	<p>1xxx-5xxx Supplemental/Concentration \$510,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$315,556</p>
			<p>1xxx-5xxx Title I \$40,574</p>

Student Achievement, and may include, but are not limited to: tutoring, intervention classes, after school programs, additional materials for interventions, and additional support staff for interventions.

## Analysis

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

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

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

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

This section is in development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

This section is still in development



# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:    Board Goal 1

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

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

**17-18**

50% of 7th, 9th and 12th grade students will participate in creating a personalized learning plan to develop their college and career goals.

**Baseline**

Currently, there are some high school students who have used the California Colleges Guidance Initiative (CCGI) to identify interests for post-secondary goals.

**Metric/Indicator**

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

Actual

In this first year of implementation, the district focused on students using California Colleges Guidance Initiative (CCGI) in two grades - 9th and 12th. As of March 2018, 91% of 9th graders and 53% of 12th graders had created personalized learning plans.

District office have reviewed and analyzed the graduation requirements of surrounding districts, as a first step in the analysis of WJUSD graduation requirements. The district has also engaged the Career Technical Education teachers in a needs assessment designed to determine which CTE pathways

## Expected

### 17-18

District staff, faculty, and stakeholder analysis and development of WJUSD graduation requirements that support a broad course of study, including UC/CSU and/or industry certification.

### Baseline

Students can earn a diploma from WJUSD that does not give them eligibility for entrance into UC/CSU and/or receive industry certification.

### Metric/Indicator

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

### 17-18

Increase by 5% the number of graduates that complete UC/CSU A-G requirements.

### Baseline

38% of graduates have met the minimum requirements for UC/CSU admission.

### Metric/Indicator

Number of pathways that result in certification in high demand, local industry sectors.

### 17-18

District analysis and development of a plan to align CTE courses with industry certification.

### Baseline

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

### Metric/Indicator

Increase the number of students who are enrolled in Advanced Placement (AP) courses and pass the course with a grade of C or better.

### 17-18

10% growth over baseline for enrollment in AP courses and course passage with a C or better.

### Baseline

Current policy and practice does not provide the opportunity for all students to have access and/or the supports to be successful in AP courses.

## Actual

currently have options for certification for students. The College and Career Articulation Team is beginning the discussion around a-g and graduation requirements.

43% of graduates have met the minimum requirements for UC/CSU admission.

Of our 12 pathways, 8 of them provide opportunities for certification. The 8 pathways that include opportunities for certification are: Ornamental Horticulture, Agricultural Mechanics, Food Service and Hospitality, Child Development, Cabinetmaking, Millwork, and Woodworking, Welding, Animal Science, and Networking.

This data will be available in June 2018.

## Expected

**Metric/Indicator**

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

**17-18**

80% of students enrolled in an AP course take an AP test and 55% of students receive a passing score on the AP test.

**Baseline**

49% of students received a passing score on the AP test in 2015-16. Currently, there are not consistent expectations and supports for all AP students to take an AP test.

**Metric/Indicator**

Increase the percentage of students demonstrating college preparedness as measured by Early Assessment Program (EAP).

**17-18**

25% of 11th graders are ready for college-level work in English Language Arts and Math.

**Baseline**

19% of 11th graders are ready for college-level work in English Language Arts. 7% of 11th graders are ready for college-level work in math.

**Metric/Indicator**

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

**17-18**

Develop a Memorandum of Understanding (MOU) for dual enrollment course of study which includes a reporting/communication mechanism. Develop a baseline number of students dual enrolled.

**Baseline**

Currently, the district does not have a formalized dual enrollment agreement with local community colleges. The district relies on student self-reporting of their enrollment in community college courses.

**Metric/Indicator**

Increase the District reclassification rate for English Learners.

**17-18**

1.2% over State Reclassification Rate as reported by CDE.

## Actual

This data will be available in June 2018.

The Spring 2017 SBAC results showed that 17.8% of 11th graders are ready for college-level work in English Language Arts, and 4.5% are ready for college-level work in Math.

The district has a formal dual enrollment agreement with Woodland Community College. Plans are in place to have an MOU for data sharing before the end of the school year. One class, College and Career Readiness through Agriculture, has been approved as a dual enrollment course. District staff continues to meet with WCC leadership to develop plans for more opportunities for dual enrollment.

The CDE-reported reclassification rate for WJUSD is 16%

## Expected

### Baseline

The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.

### Metric/Indicator

Decrease the number of Long Term English Learners.

### 17-18

At-Risk:

Reduce by .5% of state average based on total "Ever EL". LTEL: Reduce by 2.5% of state average based on total "Ever EL".

### Baseline

In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.

### Metric/Indicator

Increase the cohort graduation rate at each high school.

### 17-18

Increase the cohort graduation rate at all high schools to 95%.

### Baseline

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

### Metric/Indicator

Decrease the number of middle school and high school dropouts.

### 17-18

Ensure that there are no middle school dropouts, and decrease the number of high school dropouts to 30.

### Baseline

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

## Actual

This data is not yet available.

The 2016-17 cohort graduation rate has not yet been released by CDE

In 2016-17, there were 3 middle school dropouts (grade 8), and there was a total of 35 high school dropouts. The high school dropouts by grade were as follows:

grade 9 - 1 dropout  
grade 10 - 4 dropouts  
grade 11 - 2 dropouts  
grade 12 - 28 dropouts

The percentages by ethnicity of the high school dropouts is:

Hispanic/Latino 63%  
Asian 6%  
African American 3%  
White 26%

## Expected

**Metric/Indicator**

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

**17-18**

Establish baseline data.

**Baseline**

Baseline data does not currently exist of goals being set and the percentage of those goals being met in IEPs.

**Metric/Indicator**

Ensure that programs and services are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.

**17-18**

Collect examples of evidence of programs and services that support unduplicated students.

**Baseline**

Currently, there is no evidence of consistent, personalized and targeted supports for unduplicated (low income, English Learner, foster, homeless, migrant) students.

**Metric/Indicator**

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

**17-18**

District analysis and development of a plan to increase VAPA opportunities for all students K-12.

**Baseline**

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

**Metric/Indicator**

Increase opportunities for all students to learn through online platforms.

## Actual

The district does not have a system to track this metric. Goals are set and monitored through the IEP team meeting process. Data is not tracked districtwide that captures the number of goals being met.

The district provides certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists, Foster Youth and Homeless liaison, Migrant Education services, and wireless access points for low income students.

The district is developing a VAPA pathway within CTE, with a focus on digital music arranging and composing. The development of this pathway, and eventual implementation, is being funded by a Specialized Secondary Pathway grant.

This year, use of Odysseyware has expanded to include the both comprehensive high schools. Currently, students at Cache Creek use Odysseyware for credit recovery and for supplemental curriculum. At Woodland and Pioneer High schools, students use Odysseyware for remediation.

**Expected**

**17-18**

District identification and implementation of online coursework using multiple platforms to provide more opportunities for students to complete their graduation requirements.

**Baseline**

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

**Metric/Indicator**

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

**17-18**

40% of students are Prepared on the CCI.

**Baseline**

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

**Actual**

40.4% of students are Prepared on the CCI (2015-16 data).

- All students 40.4%
- English Learners 17.5%
- Homeless 28.9%
- Socioeconomically Disadvantaged 35.5%
- Students with Disabilities 0%
- Asian 59.3%
- Hispanic 36%
- White 47%

Student groups with <10 students = Foster, African American, American Indian, Filipino, Pacific Islander, Two or More Races

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:	The expansion of opportunities for students to access a broad course is still in progress. The district does not yet have interdisciplinary UC a-g courses, integrated CTE, or integrated VAPA. This year, expansion of online learning opportunities has	1xxx-5xxx Supplemental/Concentration \$1,266,530	1xxx-5xxx Supplemental/Concentration \$1,026,008

\*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

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

occurred with a small-scale implementation of Odysseyware at the two comprehensive high schools.

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

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

Two Mariachi courses were approved by the WJUSD Board of Trustees in 2017-18, however, there has not been enough student interest in order to offer the course.

There is a cohort of students learning string instruments, currently in middle school, and the expectation is that once these students move to high school, these courses will have enough student interest to be offered.

Three courses have been approved to meet the Ethnic Studies graduation requirement: Chicano Studies, Multicultural

Literature for Seniors, and Race and Social Justice in US History.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include:</p> <ul style="list-style-type: none"> <li>*creation of a digital personalized learning plan and portfolio</li> <li>*transparent grading systems that provide regular updated information regarding student achievement</li> <li>*plans and course of study that include student voice and choice</li> </ul> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Students at the two comprehensive high schools have been using the California Colleges Guidance Initiative, which is a software-based program, in which students create their own learning plan. Of 9th graders, 91% have completed their learning plan, and of 12th graders, 53% have completed their learning plan, as of March 2018.</p>	<p>1xxx-5xxx Supplemental/Concentration \$114,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$15,567</p>

## Action 3

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

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

**Students to be Served**  
All

**Location(s)**  
All Schools

The district has begun the work of updating graduation requirements, by reviewing the graduation requirements of local area districts as a first step.

The secondary director's office has begun updating the course catalog and expects to have a fully updated course catalog before June 2018.

The district has plans to engage in a transcript analysis and audit in June 2018.

Through the use of the online program Odysseyware, the district is providing opportunities for students to learn at personal rates. Implementation of Odysseyware is in the beginning stages.

1xxx-5xxx  
Supplemental/Concentration  
\$50,000

1xxx-5xxx  
Supplemental/Concentration  
\$62,152

1xxx-5xxx Title II \$30,000

1xxx-5xxx Title II \$0

# Analysis

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

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

During the 2017/2018 school year, WJUSD engaged in the review and revision of the CTE courses and CTE pathways. The review resulted in revising/creating new courses that align to the recently adopted CTE standards and realignment of the current CTE pathways, resulting in the establishment of 11 CTE pathways. Additionally, WJUSD has begun an internal review of the viability of the pathways and ascertaining the needs of each pathway in order to ensure that each pathway meets the eleven elements of a high quality CTE pathway. In addition to the CTE work, WJUSD has been engaged in developing a broadened Ethnic Studies philosophy. As part of this work, an Ethnic Studies Committee (composed of community members, teachers and administration) has been formed in order to advise the district on how to implement Ethnic Studies in our school. WJUSD has crafted and adopted criteria for courses to meet the Ethnic Studies graduation requirement. Furthermore, WJUSD has begun the work to establish a TK-12 perspective of Ethnic Studies and will continue to work with a cadre of teachers to strengthen the Ethnic Studies instruction of all WJUSD students. Finally, in order to improve the whole instruction of WJUSD students, various aspects of the educational program in WJUSD have been amplified and expanded. These efforts include the partnership with a local community college to create a dual enrollment opportunity, the application and awarding of a grant to create a VAPA CTE pathway and the expanded use Odysseyware, an online platform, in order to allow an increased number of students flexibility in their schedule and credit recovery options.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section is in development

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

This section is in development

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Decrease the number of students who are chronically absent.

**17-18**

8% of students are chronically absent.

**Baseline**

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

As of February 2018, the rate of chronic absenteeism is 6.4%

**Metric/Indicator**

Increase the attendance rate for all schools.

**17-18**

The district-wide attendance rate is 95.5%.

**Baseline**

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

As of February 2018, the district-wide attendance rate is 94.8%

## Expected

**Metric/Indicator**

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

**17-18**

35% of tested students meet all 6 standards on the Physical Fitness Test.

**Baseline**

In 2016, 28% of tested students met all 6 standards on the Physical Fitness test.

**Metric/Indicator**

Increase student sense of safety and school connectedness across all school sites.

**17-18**

Increase by 5% student sense of safety and sense of connectedness for all students surveyed.

**Baseline**

In 2017, student sense of safety on the California Healthy Kids Survey is 78% (5th grade), 65% (7th grade), 51% (9th grade), 63% (11th grade), and 72% (CCHS). Student sense of connectedness is 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS).

**Metric/Indicator**

Decrease the number of expulsions.

**17-18**

The number of expulsions is 7.

**Baseline**

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

**Metric/Indicator**

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

**17-18**

The number of students with suspensions is proportionate to the population.

## Actual

In the 2016-2017 school year, 31% of tested students met all 6 standards on the Physical Fitness Test. In grade 5, 32% of the students met all 6 standards, in grade 7, 35.7% of the students met all the standards and in grade 9, 25.8% of the students met all six standards.

This data is not yet available.

As of May 2018, there are 3 expulsions.

This data is not yet available.

## Expected

### Baseline

As of March 2017, the number of suspensions for students with disabilities and Hispanic students is disproportionate. Students with disabilities, who make up 13% of the population, account for 23% of the suspensions. Hispanic students, who make up 68% of the population, account for 72% of the suspensions.

### Metric/Indicator

Decrease the total number of suspensions.

### 17-18

The number of suspensions (in school and out of school) is 650.

### Baseline

The number of suspensions (in school and out of school), as of March 2017, is 971, which is a 30% decrease from the previous year.

### Metric/Indicator

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

### 17-18

School teams identify practices which demonstrate evidence of what it looks like, feels like, and sounds like in a student-centered classroom. 50% of classrooms have examples of evidence consistently and regularly demonstrated.

### Baseline

Currently, there are teacher-directed behavior support structures and some practices that support co-constructing of PBIS strategies.

### Metric/Indicator

Ensure that operational systems provide equity and access to core and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.

### 17-18

50% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.

## Actual

As of March 2018, the number of suspensions (in school and out of school) is 683.

All school sites are implementing school wide expectations and ways to reinforce positive student behaviors. Elementary and secondary sites are focusing on defining and building TIER II structures. Secondary sites are focusing on Restorative Practices training for staff and implementation.

As of April 2018, school sites are in the process of creating the master schedule. The master schedules are based on student interest and goals. The College and Career Articulation Team (CCAT) has reviewed the CTE course revisions, which is work that was necessary to align the CTE pathways and ensure that curriculum was current with the CTE Model Curriculum Standards. Another focus of the CCAT committee has been approving Ethnic Studies courses. The team is going to begin reviewing graduation requirements to ensure that all students have access to a broad course of study.

## Expected

### Baseline

Currently, master schedules/programs/course and graduation requirements demonstrate evidence of gate-keeping that do not provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.

### Metric/Indicator

Ensure access to extended learning opportunities.

#### 17-18

District analysis and development of a plan to develop internship opportunities aligned to career pathways and the interests of students.

### Baseline

The district does not currently have regular and ongoing opportunities for internships within and outside the school day.

### Metric/Indicator

Ensure 1:1 access in classrooms and at home.

#### 17-18

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

### Baseline

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

### Metric/Indicator

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

#### 17-18

All decisions and planning will be made based upon the explicit use and analysis of data to inform teaching and learning.

### Baseline

Currently, all staff have access to data but there is not a deep understanding of how to analyze and assess the impact of teaching practice on student learning.

## Actual

The district, through a CTE-focused needs assessment, has identified the courses which currently provide internship opportunities, but there is not a cohesive effort across all pathways and industry sectors.

Through a partnership with Harbor Freight and Big Picture Learning, 11 high school students received a Harbor Freight Fellows scholarship which will provide them with an internship in their trade.

Developing internship opportunities will continue to be a focus in 2018-19.

The district has provided 1050 wireless hot spots for home internet access.

The use of data for monitoring and analysis of student progress is not uniform across all school sites. At the elementary level, many school sites use a structure called Academic Conferences to engage in data analysis with teachers. Many school sites have time for teams to meet in Professional Learning Communities (PLC), but staff ability to collect and analyze data and to use data to make decisions is not consistent.

At Leadership Academy, principals have been provided with professional learning on how to use assessment data, including summative and benchmark, in conjunction with observational and soft data, to make informed decisions about student progress.

## Expected

**Metric/Indicator**

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

**17-18**

District analysis and development of a plan based upon the National Association of School Counselors to support students K-12.

**Baseline**

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

**Metric/Indicator**

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

**17-18**

All classified staff receive job-embedded professional learning opportunities that support student learning goals.

**Baseline**

Professional learning opportunities for classified staff have included classroom management, non-violent crisis prevention, attendance, discipline, and PBIS.

## Actual

Counselors meet monthly to develop coherence across sites. Meetings have focused on developing a continuum of counseling services K-12, personalized learning plans, summer school, Ethnic Studies, and training on Human Trafficking.

This year, the Educational Services, Business, and Human Resources departments partnered to ensure that all WJUSD classified staff members are offered and receive professional development and training applicable to their job class and responsibility.

In August 2017, Educational Services provided a Paraprofessional Institute that 50 paraprofessionals attended.

Training opportunities that have been provided include, but are not limited to:

- \*CPR and First Aid
- \*ServSafe Food Handlers training
- \*Nonviolent Crisis Intervention Training
- \*Restorative Practices
- \*Google tools
- \*HR essentials

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase positive school culture and climate, establish a structure for appropriate de-escalation, and	Positive Behavior Interventions and Supports has been a focus at all schools this year. Staff teams at secondary schools also received	1xxx-5xxx Supplemental/Concentration \$3,455,890	1xxx-5xxx Supplemental/Concentration \$4,119,757



increase positive staff-student relationships through:

- \*Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design
- \*Developing universal awareness, common language, focus, and ownership of PBIS practices
- \*Identifying and allocating academic, social/emotional supports and interventions for students
- \*Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior
- \*Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals

training by a consultant on Restorative Practices. For 2018-19, Restorative Practices training will be offered to all schools. A team of WJUSD staff and administrators will receive training in the spring and summer of 2018, in order to become certified trainers. That team will then train all administrators and teams of teachers from all sites.

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

**Students to be Served**

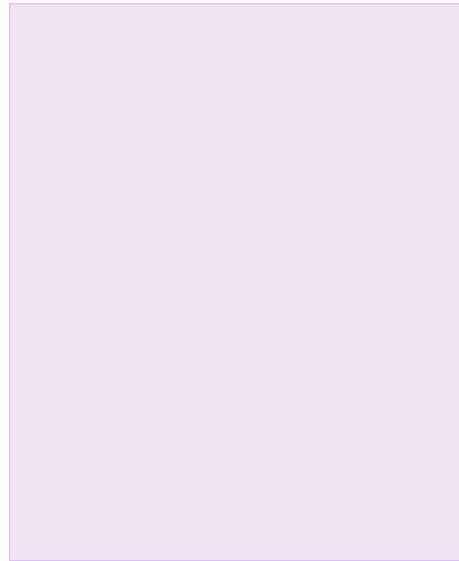
- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 2**

**Planned  
Actions/Services**

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

**Actual  
Actions/Services**

91% of 9th graders and 53% of 12th graders have created digital personalized learning plans.

**Budgeted  
Expenditures**

1xxx-5xxx  
 Supplemental/Concentration  
 \$125,000

**Estimated Actual  
Expenditures**

1xxx-5xxx  
 Supplemental/Concentration  
 \$15,750

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

**Students to be Served**  
All

**Location(s)**  
All Schools



**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including:</p> <ul style="list-style-type: none"> <li>*online learning</li> <li>*summer programs</li> <li>*after school programs</li> <li>*PUENTE, AVID, and GATE</li> <li>*Learning centers</li> <li>*intern/externships</li> </ul>	<p>The district has expanded opportunities for Odysseyware, an online software program, which students have been using at Cache Creek High School for credit recovery. This year, small groups of students at Pioneer and Woodland have begun using it for remediation, and teachers are beginning to use the curricular resources that Odysseyware provides as supplemental content.</p> <p>Summer programs include credit recovery at high school, elementary summer programs for early literacy, and Algebra Academy for elementary and middle school GATE students.</p> <p>The district will be expanding the PUENTE program, by increasing the PUENTE counselor to 2 FTE. Currently, there is a 1 FTE counselor who splits assignments</p>	<p>1xxx-5xxx Supplemental/Concentration \$1,222,130</p> <p>1xxx-5xxx Title II \$59,645</p> <p>1xxx-5xxx Title I \$165,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$749,453</p> <p>1xxx-5xxx Title II \$0</p> <p>1xxx-5xxx Title I \$253,500</p>

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

at Pioneer and Woodland. Since the program is growing at Pioneer, there is a need for another counselor.

**Action 4**

**Planned Actions/Services**

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

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

Limited to Unduplicated

**Locations**

All Schools

**Actual Actions/Services**

The district has provided 1050 wireless hot spots to low income families, so that they can have internet access at home.

**Budgeted Expenditures**

4xxx  
Supplemental/Concentration  
\$204,000

**Estimated Actual Expenditures**

4xxx  
Supplemental/Concentration  
\$138,000

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>This section is in development.</p>	<p>1xxx-5xxx Supplemental/Concentration \$83,779</p>	<p>1xxx-5xxx Supplemental/Concentration \$162,414</p>
		<p>1xxx-5xxx Title I \$7936</p>	<p>1xxx-5xxx Supplemental/Concentration \$0</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 implementation of the actions/ services was successful in working towards achieving the articulated goal of coherent systems of support. Teaming structures in supporting the social-emotional and behavioral needs of students continues to strengthen across the district. The Tiered Fidelity Inventory (TFI) scores across the district continue to improve in both Tier 1 implementation and Tier 2. Supports and interventions are in place for students. The California Colleges Guidance Initiative (CCGI) also launched this year for all 9-12 grade students. High school teachers and counselors have helped students create and refine their college portfolios and develop plans to help them access CSU/ UC opportunities. As a district, we continue to support and invest in AVID, GATE, PUENTE, and online learning opportunities. In fact, increased investments are being made in the area of PUENTE counseling.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section is in development

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

This section is in development

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 4

Improve the English proficiency and academic achievement of English Learners.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

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

**17-18**

Performance level of Yellow, with a Status of Medium, and a Change of Maintained.

**Baseline**

The district has a performance level of Orange for English Learner progress. The Status is Medium, but the Change is Declined.

**Metric/Indicator**

Increase the number of State Seals of Biliteracy awarded to students.

**17-18**

Increase by 10% the number of seals awarded to students receiving the State Seal of Biliteracy.

Actual

The district has a performance level of Orange for English Learner progress. The Status is Medium, but the Change is Declined.

As of May 2018, the number of seals awarded to students receiving the State Seal of Biliteracy is 138.

Expected

Actual

<p><b>Baseline</b> As of April 2017, the number of seals awarded to students receiving the State Seal of Biliteracy is 128, a 40% increase.</p>
<p><b>Metric/Indicator</b> Increase the District reclassification rate for English Learners.</p> <p><b>17-18</b> 1.2% over State Reclassification rate as reported by CDE.</p> <p><b>Baseline</b> The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.</p>
<p><b>Metric/Indicator</b> Decrease the number of Long Term English Learners.</p> <p><b>17-18</b> 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".</p> <p><b>Baseline</b> In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.</p>

<p>The CDE-reported reclassification rate for WJUSD is 16%.</p>
<p>This data is not yet available.</p>

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Training has been provided to support staff knowledge of the needs of English Learner students. Through professional learning opportunities such as Disciplinary Literacy, teachers have received training on integrating the ELA and ELD standards into daily</p>	<p>1xxx-5xxx Supplemental/Concentration \$396,000</p>	<p>1xxx-5xxx Supplemental/Concentration \$78,642</p>



Standards (see also Goal 1, pages 50 - 52)

\*support for leveled ELD instruction to target proficiency levels

\*targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments

\*follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists on coaching and support of EL instructional strategies

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

- Limited to Unduplicated

**Locations**

- All Schools

instruction, with a particular focus on the needs of English Learners.

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

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

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

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

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 Limited to Unduplicated

**Locations**  
 All Schools

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

1xxx-5xxx  
 Supplemental/Concentration  
 \$2,100,000

1xxx-5xxx  
 Supplemental/Concentration  
 \$2,110,129

**Action 3**

**Planned Actions/Services**

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

**Actual Actions/Services**

Funding has been provided for every site to have an English Learner specialist. Some sites have been unable to hire an EL specialist, however, and support was provided in other ways, by additional staff and/or by the EL Coordinators.

**Budgeted Expenditures**

1xxx-5xxx  
 Supplemental/Concentration  
 \$1,624,424

**Estimated Actual Expenditures**

1xxx-5xxx  
 Supplemental/Concentration  
 \$1,686,193

1xxx-5xxx Title II \$133,768

1xxx-5xxx Title III \$179,671

\*Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, page 63), recommend appropriate placement, interventions, and provide support for targeted ELD instruction (see also Goal 2, page 59)

\*Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.

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

**Students to be Served**

All

**Location(s)**

All Schools

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

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

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

**Students to be Served**

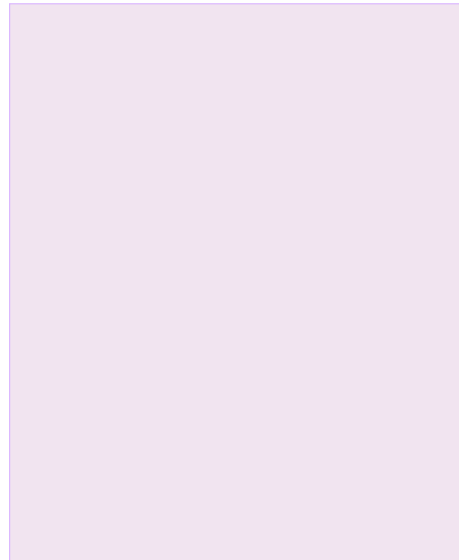
- English Learners
- Foster Youth
- Low Income

**Scope of Services**

Limited to Unduplicated

**Locations**

All Schools



## Analysis

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

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

The adoption of new ELA/ELD curriculum has allowed for better alignment of targeted instruction for English Learners. Specific training from publishers for EL Specialists from every elementary site has helped to focus instruction on giving better access to standards-based core curriculum. Additional professional development focused on Balanced Literacy and conceptual understanding of Mathematics at the elementary level included a focus on EL strategies.

EL Specialists at each site monitor academic achievement of individual English Learner students. Some of this work is done during academic conferences which are funded through Ed Services.

The district has two EL Coordinators, one for elementary and one for secondary. The EL Coordinators provide ongoing guidance and training for the site-based EL Specialists. A focus this year has been on better articulation between elementary and secondary sites -- an example of such is the meeting held in January with sixth grade teachers, secondary counselors and EL Specialists.

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

EL support is a priority within the district clearly articulated on all levels. Evidence of this is the higher overall achievement of RFEP students on the CAASPP. In many areas, district RFEP students outperform students from other subgroups. Reclassification rates for WJUSD (14.4%) continue to be higher than state averages (13.3%.) WJUSD has increased the number of students receiving the

State Seal of Biliteracy from 128 in 2017 to 135 in 2018. The number of students recognized for reclassification each year has increased to the point that the ceremony has now been divided into two nights of celebration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section is in development

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

This section is in development

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

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

**17-18**

Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.

**Baseline**

Data from the California School Parent Survey shows that 87% of parents had attended a general school meeting. 42% of parents had attended a meeting of the PTA, and 71% had attended a parent-teacher conference. Currently there is little data to report on the demographics of the parents who attend those meetings.

The district has not collected data on the demographics of parents who attend School Site Council/ELAC/PTA/Boosters. The data from the California School Parent Survey will be reported when it is available.

**Metric/Indicator**

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

This data is not yet available.

## Expected

### 17-18

Every school site identifies opportunities for student-led demonstrations of proficiency.

#### Baseline

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

#### Metric/Indicator

Increase opportunities for parent learning through Parent University.

### 17-18

Increase by 25% the number of opportunities for parent learning through Parent University.

#### Baseline

During 2016-17, there were eight Parent University workshops, with topics such as Using Technology, Understanding the iReady assessment, and Social and Emotional Learning. There were also sessions by Parent Institute for a Quality Education (PIQE) at each site.

#### Metric/Indicator

Increase parent/family participation in programs for unduplicated pupils.

### 17-18

Create opportunities for parent/family participation in programs for unduplicated pupils.

#### Baseline

Currently, there are limited opportunities for parent/family participation in programs specifically targeted to unduplicated pupils.

#### Metric/Indicator

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

### 17-18

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

#### Baseline

Currently, there are limited opportunities for parent/family participation in programs specifically targeted to students with special needs.

## Actual

Parent Leadership workshops have started at Beamer, Freeman, Prairie, Tafoya, and Woodland High. PIQE has started a nine-week session at Sci Tech and at Dingle. The second round of Parent Project Sr. and Loving Solutions started in February, with over 100 parents registered for the ten week course. 31 parents attended a 4 week Technology Workshop series. 25 parents attended a Bullying vs. Conflict Workshop. Parents are also attending a Book Club series (Club de Lectura).

This data is not yet available.

This data is not yet available.

## Expected

**Metric/Indicator**

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

**17-18**

40% of parents strongly agree with the key indicators of school climate, student behavior, and parent involvement.

**Baseline**

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

**Metric/Indicator**

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

**17-18**

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

**Baseline**

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

**Metric/Indicator**

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

**17-18**

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

**Baseline**

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

**Metric/Indicator**

Increase the number of hits on district website, parent portal, and social media. Develop district website with communication resources that provide for input and feedback on services and supports to students such as LCAP resources and tools.

## Actual

The California Healthy Kids Survey was administered in March 2018. Data will be reported as soon as it is available.

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

As of February 2018, 32% of parents district-wide have Parent Portal accounts. District and school site staff continue to encourage parents to register for portal accounts.

This data is not yet available.



Expected

**17-18**

Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.

**Baseline**

In 2016-17, there were 3,365 registered households in Schoolloop. On the district webpage, there were 193,920 sessions (views >15 seconds) as of May 2017. On social media, there were 16,821 Engaged Users on Facebook (people who clicked on a WJUSD post), and 292 Engagements on Twitter (when a user interacts with a tweet).

Actual

**Actions / Services**

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

**Action 1**

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

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

**Students to be Served**

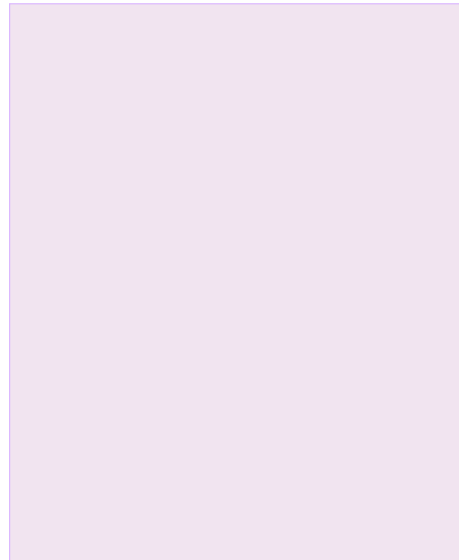
- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 2**

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

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

**Students to be Served**

- English Learners
- Foster Youth
- Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

leaders, in leading instructional improvement by conducting classroom walkthroughs and providing feedback to teachers. Administrative team meetings have focused on training administrators in the essential functions of site and department management, including dealing with personnel issues and conducting student investigations. In 2018-19, additional training will focus on building capacity among the administrative team to plan and facilitate monthly systems and meetings.

**Action 3**

**Planned Actions/Services**

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

**Actual Actions/Services**

The district has engaged in an MOU with Woodland Community College to establish dual enrollment.  
  
 The district is working on an MOU with Woodland United Way to support the hiring of an AmeriCorps VISTA worker, who would be housed in the district office. The VISTA worker's duties will be overseen through collaboration between Educational Services and Woodland United Way. The primary objectives of this position are to support the Woodland Kids Read campaign and KinderCamp.

**Budgeted Expenditures**

1xxx-5xxx  
 Supplemental/Concentration  
 \$50,000

**Estimated Actual Expenditures**

1xxx-5xxx  
 Supplemental/Concentration \$0

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

**Students to be Served**  
All

**Location(s)**  
All Schools

The district has established a contract with All Leaders Must Serve, which is an organization that has been working with students at Cache Creek. The contract expands the scope of their work to Pioneer High. ALMS is a group that promotes the social and emotional support of students. Expenses for ALMS are held in Goal 3, Action 1, School Culture and Climate.

The CTE Advisory Committee has been established and has had two meetings this year. Members of the committee include staff as well as industry sector partners from the culinary industry, child development, local nonprofits, and the military.

The district has partnered with the City of Woodland to establish Summer at City Hall, a program for incoming 11th and 12th graders, which will provide them with an introduction to jobs within the city government. Students in the program will participate in job shadowing opportunities based on areas of interest.

**Action 4**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures