

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2017-20 Plan Summary

The Story

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

The Woodland Joint Unified School District (WJUSD) serves students (10,031) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Woodland is a vibrant agricultural community with a rich tradition of community members supporting the teaching and learning of all students. The District runs a fully accredited, robust educational program, with preschools and transitional kindergarten, 11 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and alternative educational options including Home/Hospital, K-8 Home Study, and Community Day School. Services within these schools are provided to all students, including English Learners, Low Income students, Foster and Homeless students, students with special needs, and students who are chronically absent.

Enrollment in the District has declined, while the population of the City of Woodland is increasing due to new housing developments in the southeast portion of the city. The new school, Spring Lake Elementary, opened in Fall 2018, with enrollment in grades TK-3, and will be expanding to TK-4 in Fall 2019.

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

- African American 131 (1.3%)
- American Indian 53 (.5%)
- Asian 517 (5.2%)
- Filipino 66 (.66%)
- Hispanic/Latino 6875 (68.5%)
- Pacific Islander 42 (.4%)
- White 2083 (20.7%)
- Two or More Races 169 (1.6%)
- Not Reported 95 (.9%)

Socioeconomically Disadvantaged 6380 (63.6%)
English Learner 2335 (23.2%)
Students with Disabilities 1292 (12.8%)
Foster 96 (1%)
Homeless 171 (1.7%)
Migrant 227 (2.3%)

Total 10,031

LCAP Highlights

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

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

The 2019-20 LCAP addresses the 4 Principles outlined in the English Learner Roadmap. The 4 Principles include: (1) Assets-Oriented and Needs-Responsive Schools; (2) Intellectual Quality of Instruction and Meaningful Access; (3) System Conditions that Support Effectiveness; and (4) Alignment and Articulation Within and Across Systems. These principles are reflected especially within Goals 1, 2, and 4.

Review of Performance

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

Greatest Progress

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

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

Development of additional Ethnic Studies course options to support the Ethnic Studies graduation requirement
Development of Graduate Profile stakeholder team
Establishment of Action Teams which are developing common pacing guides
Establishment of the African American Parent Advisory Council (AAPAC)
Ethnic Studies Summer Institute with 52 teachers attending
Grantwriting to establish College and Career Access Pathways (CCAP) 6 Year Program with WCC and Pioneer High School
Increase in the number of School Site Council representatives on the LCAP Collaborative Committee
Increase in the number of State Seals of Biliteracy awarded
Increase in the number of student internships, with 83 students currently in internships
Team approach to School Plan development focused on Needs Assessments

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

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

Greatest Needs

Needs as seen in the Dashboard are Chronic Absenteeism, College/Career Indicator, English Language Arts Academic Indicator, and Math Academic Indicator. All four of those indicators have a performance level of Orange.

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

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

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

67.8% Met by a-g Coursework
38.1% Met by State Seal of Biliteracy

On the ELA Academic Indicator, the district maintained its level of 27.5 points below standard, yielding a performance level of Orange. Students with Disabilities have a performance level of Red. Four student groups have performance level of Orange. For these student groups in Red and Orange, the points from standard are as follows:

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

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

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

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

Performance Gaps

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

A district team consisting of Educational Services staff conducted a school-level needs assessment with Whitehead Elementary staff to review data, analyze root causes, establish potential interventions to address the needs, and plan for stakeholder involvement in the development of the School Plan. Staff created a survey which was given to all Whitehead teachers to determine professional development needs, which was an area of focus from the needs assessment. Educational Services staff have continued to meet with the principal to provide guidance and support for plan development.

Monitoring and Evaluating Effectiveness

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

The district Educational Services team will establish regular quarterly checkpoints at which plan implementation will be monitored and evaluated.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Appropriately credentialed and assigned teachers.

18-19

100% of teachers are appropriately credentialed and assigned.

Baseline

99.49% of teachers are appropriately credentialed and assigned.

100% of teachers are appropriately credentialed and assigned.

Metric/Indicator

Student access to instructional materials and supplies.

18-19

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

Baseline

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

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

Expected

Metric/Indicator

School facilities maintained and in good repair.

18-19

75% of sites have an exemplary rating.

Baseline

24% of sites have an exemplary rating.

Metric/Indicator

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

18-19

50% of student learning targets and outcomes are tied to the district instructional focus.

Baseline

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

Metric/Indicator

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

18-19

75% of tasks are mostly or significantly aligned to the academic content standards including the ELA/ELD Framework, and at least 50% are at a DOK level 3 or 4.

Baseline

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

Metric/Indicator

Percentage of staff participating in professional learning.

18-19

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

Baseline

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

Actual

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

Exemplary = 0 schools

Good = 11 schools (65%)

Fair = 6 schools (35%)

Poor = 0 schools

District and school administrators have continued to collect evidence of the instructional focus specifically in the area of math by engaging in classroom walkthroughs, calibrating on their observations, and providing feedback to teachers. Evidence that 100% of staff can articulate the district instructional focus is not yet available. The work to define 21st Century skills is beginning with the development of a Graduate Profile. As of April 2019, a team has been established, with completion of the Graduate Profile expected in Spring 2020.

This year, professional development has focused on the use of the academic content standards, but there is not evidence to show that classroom tasks are mostly or significantly aligned to standards.

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

Literacy in the Content Areas (11 teachers)

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

Ethnic Studies (25 teachers)

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

MDTP Assessment (30 teachers total)

Results Assessments (38 teachers total)

NWEA Map Assessments (74 teachers total)

UC Davis Summer Math Institute (72 teachers total)

Expected

Actual

Action Teams have also begun meeting again this year. At elementary, each school sends a rep from every grade level. At secondary, every teacher in the department (English and Math) attends the Action Team meeting.

PLCs at school sites include grade level teams, department teams, and school leadership teams. The district has anecdotal evidence that teams collect and analyze student work as well as achievement and other data. Teams are provided collaboration time on Wednesday afternoons. At the elementary level, all sites participate in academic conferences, which are meetings between administrator and teacher teams to analyze student progress. However, there is currently no quantifiable evidence to identify the percentage of PLCs that regularly collect and analyze student work. This metric is being added to school plans for the 2019-20 school year, so all sites will be collecting data for this metric.

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

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

The percentage of students at the Meets and Exceeds Standards level in Spring 2018 SBAC testing for ELA was 40.15%, which was an increase of 1.65%. On the Dashboard, the performance level is Orange.

2017-18 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:
English Learners 4.76%

Metric/Indicator

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

18-19

75% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.

Baseline

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

Metric/Indicator

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

18-19

iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math.

NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.

Baseline

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

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

Metric/Indicator

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

18-19

10% growth over baseline.

Expected

Gap closing metrics for:

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

Baseline

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

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

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

Metric/Indicator

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

18-19

10% growth over the previous year.

Gap closing metrics for:

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

Baseline

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

Actual

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

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

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

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

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

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

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

English Learners 23.85%
African American students 12.11%
Homeless Youth

Expected

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

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Actual

Foster Youth 16.53%
Migrant students 2.15%
Students with disabilities 23.6%
Low income students 6.17%

The ELA and Math Academic Indicators on the Fall 2018 Dashboard show a performance level of Orange for ELA (Low/Maintained) and a performance level of Orange for Math (Low/Maintained).

The English Learner Progress Indicator is not yet available.

This data will be reported when it is available.

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

Implement base instructional program for preK - Adult Education to include:

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

The district provided the base instructional program for all preK - Adult Education students. 100% of teachers are appropriately credentialed and assigned. All students are provided with the adopted material for all courses. Facilities are maintained and repairs/upgrades are conducted as funding is available.

1xxx-5xxx
Supplemental/Concentration
\$2,280,079

Lottery funds 4000-4999: Books
And Supplies Other \$500,000

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

1xxx-5xxx Title I \$35,010

Action 2

Continue to develop and refine a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:

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

The district instructional focus was developed last year, and the subject area that we have focused on is math for this school year. In order to develop common language and understanding around best practices in math instruction, administrators at Leadership Academy (monthly meetings with all Educational Services administrators) have engaged in professional development provided by the UC Davis Math Project, engaged in classroom walkthroughs at all levels - elementary, middle, and high school, and provided feedback to teachers.

In the area of coaching, English Learner Specialists have been trained by the Placer County Office

1xxx-5xxx
Supplemental/Concentration
\$1,040,958

1xxx-5xxx Title I \$60,000

1xxx-5xxx Title II \$98,404

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

of Education in a coaching model. This year, 5 new EL Specialists were trained.

The work to establish common practices to implement rigorous tasks has begun with the Secondary Action Teams, which are teams of teachers in the English and Math departments who come together across sites to discuss and review curriculum pacing, standards, and alignment. The Action Teams are working to develop common assessments, focusing mainly on Performance Tasks, which are rigorous tasks aligned to standards.

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



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

Action 3

Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness.
 *Continue to implement a process for monitoring systemwide progress (i.e. Learning Walks).
 *Provide site funds for interventions based on student need.

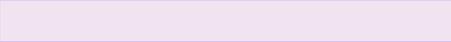
The district gathers numerous datapoints on school and student progress, including benchmark and summative assessments, which are designed to provide teachers with information about student progress. All elementary sites held academic conferences this year, which are meetings that site administrators hold with teachers to analyze student progress and plan for interventions for students who are not achieving. This year, to support the achievement of all ELs, but especially Long Term English Learners, all secondary schools have engaged in English Learner monitoring, which involves a team of staff that identify EL students who are not progressing, identifies interventions that might support the student, and plans for further monitoring.

Site funds for interventions have been provided to sites. Site administrators outline the use of the funds in the School Plan, and may include, but are not limited to: tutoring, intervention classes, after school programs, additional materials for interventions, and

1xxx-5xxx
 Supplemental/Concentration
 \$325,460



1xxx-5xxx Title I \$972,280



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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

75% of 7th - 12th grade students will participate in creating and monitoring their own personalized learning plan to develop their college and career goals.

Baseline

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

Metric/Indicator

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

This data will be reported when it is available.

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

Expected

18-19

70% of students are enrolled in a broad course of study that leads to eligibility for UC/CSU and/or industry certification.

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

Increase by 15% the number of students passing the AP course with a C or better.

Baseline

Actual

students graduating from WJUSD. The graduate profile is expected to be completed by Spring 2020, and that will help to inform future plans.

As far as industry certification for Career Technical Education pathways, 9 of 11 pathways have certification opportunities for students completing the capstone course:

Ag Mechanics, Animal Science, Ornamental Horticulture, Systems Diagnostics, Repair & Service, Welding, Cabinetry, Millwork & Woodworking, Child Development, Food Service & Hospitality, and Networking.

In school year 2017-18, 30.5% of high school graduates met the UC/CSU a-g course requirements. By race/ethnicity, the percentage of high school graduates meeting a-g:

Asian 48.9%

Hispanic/Latino 25.6%

White 38%

By program, the percentage of high school graduates meeting a-g:

English Learners 7.1%

Foster Youth 0%

Homeless Youth 16%

Migrant Education 20.8%

Students with Disabilities 8.6%

Socioeconomically Disadvantaged 24.1%

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

For 2017-18, the total number of unique enrollments in AP courses was 1261. The number of enrollments that received a passing grade of C or better is 1063, yielding a passage rate of 84%. By race/ethnicity, enrollment numbers and passing percentages are as follows:

Hispanic/Latino...772 course enrollments/ 86% passing

American Indian...1 course enrollment/ 100% passing

Asian...125 course enrollments/ 75% passing

Pacific Islander...10 course enrollments/ 90% passing

Filipino...17 course enrollments/ 76% passing

Expected

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

Metric/Indicator

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

18-19

85% of students enrolled in an AP course take an AP test and 65% of students receive a passing score on the AP test.

Baseline

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

Metric/Indicator

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

18-19

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

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

Actual

African American...7 course enrollments/ 86% passing
White...307 enrollments/ 84% passing

By program, enrollment numbers and passing percentages are as follows:
English Learner...16 enrollments/ 88% passing
Low Income...640 course enrollments/ 83% passing
Foster Youth...0 enrollments
Special Education...16 course enrollments/ 100% passing

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

By student group, the AP passage rate is:
African American 0% (4 tests taken)
American Indian 0 tests taken
Asian 34% (61 tests taken)
Filipino 67% (6 tests taken)
Hispanic 54% (418 tests taken)
Pacific Islander 29% (7 tests taken)
White 56% (151 tests taken)
English Learner 86% (7 tests taken)
Foster Youth 0 tests taken
Low Income 50% (342 tests taken)
Special Education 50% (6 tests taken)

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

In the 2017-18 school year, there were no students dual enrolled. There were a total of 53 students concurrently enrolled, taking a total of 66 classes. By school, the concurrent enrollment was as follows:

Expected

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

18-19

10% growth over baseline for students dual enrolled.

Baseline

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

Metric/Indicator

Increase the District reclassification rate for English Learners.

18-19

1.3% over State Reclassification Rate as reported by CDE.

Baseline

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

Metric/Indicator

Decrease the number of Long Term English Learners.

18-19

At-Risk:

Reduce by .8% of state average based on total "Ever EL". LTEL: Reduce by 2.8% of state average based on total "Ever EL".

Baseline

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

Metric/Indicator

Increase the cohort graduation rate at each high school.

18-19

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

Baseline

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

Metric/Indicator

Decrease the number of middle school and high school dropouts.

18-19

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

Actual

WHS - 31 students took 35 classes
CCHS - 1 student took 1 class
PHS - 21 students took 30 classes

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

This data will be reported when it is available.

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

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

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

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

Expected

Baseline

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

Metric/Indicator

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

18-19

Increase by 10%.

Baseline

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

Metric/Indicator

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

18-19

Develop consistent practices based upon the evidence of programs and services that support unduplicated students.

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

Increase opportunities for all students to learn through online platforms.

18-19

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

Baseline

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

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

This data will be reported when it is available.

In 2018-19, the district has focused on training for Odysseyware, providing opportunities for teachers to learn about the platform. This training has led to more teachers and students using the platform. As of March 2019, there are 332 students using Odysseyware, an online platform. Those 332 students are working within the platform on content for 848 courses/ learning paths. The majority of students are working on their Learning Path, which is personalized content set up by Odysseyware using the students' NWEA Map

Expected

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

Metric/Indicator

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

18-19

45% of students are Prepared on the CCI.

Baseline

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

Actual

assessment results. The Learning Path identifies which skill areas students need to remediate, and provides instruction through lessons, quizzes, and tests in those areas. Teachers are able to modify the Learning Path as needed based on the students' needs.

37.1% of students are "Prepared" on the College/Career Indicator (California School Dashboard).

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

Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:
 *Interdisciplinary UC a-g approved courses
 *Integrated CTE
 *Integrated VAPA
 *Online learning
 *Dual/concurrent enrollment
 *Dual Immersion program expansion
 *Ethnic Studies and Mariachi courses

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

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

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

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

Odysseyware with their students, which is based on NWEA Map assessment results. In the Learning Path, students are presented with content based on their identified academic needs.

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

This year, the district has expanded the dual immersion program to both middle schools, with a Spanish 7 course, which is articulated with a-g, and is the only middle school course to satisfy the Language Other than English (LOTE) requirement. Both middle schools also offer two DI history courses, DI World History in 7th grade and DI US History in 8th grade.

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



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

Action 2

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

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.

1xxx-5xxx
Supplemental/Concentration
\$18,300



Action 3

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

A team has been developed that will engage in the process of creating a Graduate Profile. The Graduate Profile will identify the skills and attributes for successful WJUSD graduates. The team will begin meeting Spring 2019, with expected completion of the Graduate Profile by Spring 2020. The work of the Graduate Profile will inform the eventual revision process for graduation requirements.

Through the use of the online program Odysseyware, the district

1xxx-5xxx
Supplemental/Concentration
\$8600



*Revise master schedule development to prioritize EL and SpEd learners
*Recruit English Learners into Advanced Placement courses

is providing opportunities for students to learn at personal rates.

Master schedule development that prioritizes EL and SpEd learners was a focus for a training that all secondary school teams attended in March 2019. Plans are in place to offer additional training and support for teams to effectively address student need through the master schedule development process.

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Decrease the number of students who are chronically absent.

18-19

6% of students are chronically absent.

Baseline

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

Actual

The rate of chronic absenteeism reported in the 2018 Dashboard (most recent data) is 12.8% for all students. Rates for each student group are as follows:

- African American - 33.3%
- Homeless - 32.6%
- Foster Youth - 31.5%
- Students with Disabilities - 21.1%
- Two or More Races - 15.6%
- Socioeconomically Disadvantaged - 14.7%
- American Indian - 14.3%
- White - 13%
- Hispanic - 12.6%
- English Learners - 12.1%
- Asian - 8.5%
- Filipino - 0%

Expected

Metric/Indicator

Increase the attendance rate for all schools.

18-19

The district-wide attendance rate is 97%.

Baseline

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

Metric/Indicator

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

18-19

40% of tested students meet all 6 standards on the Physical Fitness Test.

Baseline

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

Metric/Indicator

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

18-19

Increase by 10% student sense of safety and sense of connectedness for all students surveyed.

Baseline

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

Actual

As of March 2019, the district-wide attendance rate is 93.71%. By school, the attendance rate is:

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

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

This data will be reported when it is available.

Expected

Metric/Indicator

Decrease the number of expulsions.

18-19

The number of expulsions is 5.

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

Decrease the total number of suspensions.

18-19

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

Baseline

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

Actual

As of March 2019, there is one expulsion.

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

African American 50 (4%)

American Indian 8 (.6%)

Asian 26 (2.3%)

Filipino 0 (0%)

Hispanic/Latino 790 (69%)

Pacific Islander 4 (.3%)

White 254 (22%)

Two or More Races 14 (1%)

Not Reported 6 (.5%)

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

English Learners 271 (24%)

Foster Youth 56 (4.8%)

Homeless Youth 39 (3.4%)

Migrant Education 16 (1.4%)

Socioeconomically Disadvantaged 950 (82.4%)

Students with Disabilities 259 (22.5%)

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

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

Expected

Metric/Indicator

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

18-19

75% of classrooms are fully implementing student-centered practices and have examples of evidence consistently and regularly demonstrated.

Baseline

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

Metric/Indicator

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

18-19

75% of the practices that are identified as inequitable are eliminated and master schedules/programs/course and graduation requirements provide opportunities for all students access to UC A-G approved curriculum and learning opportunities that support their strengths and needs.

Baseline

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

Metric/Indicator

Ensure access to extended learning opportunities.

18-19

Increase by 10% internship opportunities aligned to career pathways and the interests of students.

Baseline

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

Metric/Indicator

Ensure 1:1 access in classrooms and at home.

18-19

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

Baseline

Actual

All school sites continue to reinforce and focus on Tier I behavioral supports. All school sites are focusing on targeting and building Tier II interventions. Site wide Restorative Practices training has been provided at Dingle, Sci Tech, Spring Lake, and Douglass Middle.

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

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

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

As of March 2019, 956 wireless hot spots have been provided.

Expected

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Actual

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

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

Counselors meet monthly to develop coherence across sites.

Training has been provided in the following areas:

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

*for human resources staff: HR essentials, leaves of absences, QSS/QCC training, and training provided through Schools Insurance Authority

*for site-based personnel: training in Gmail (beginner and intermediate), Chromebook training for Food Services staff, webpage accessibility (ADA compliance), Destiny software for library techs, monthly Business Round Table and Aeries meetings, FCMAT training, ASB/Attendance Audits, Budget, and Timesheet Coding Trainings

*for business department staff: Payroll Bootcamp, CalSTRS/CalPERS workshops, CAASFEP, 1099 Reporting, Title I Conference, Year End Audit through CROWE

Expected

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

Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:

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

1xxx-5xxx
 Supplemental/Concentration
 \$3,509,620

Action 2

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

1xxx-5xxx
Supplemental/Concentration
\$18,600

Action 3

Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including:

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

This year, the district has expanded the use of Odysseyware to the middle schools. Trainings have been provided for teachers at both sites. The focus so far has been on using the program's content resources for remediation.

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

1xxx-5xxx
Supplemental/Concentration
\$1,064,200

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

1xxx-5xxx Title II \$9645



year of the Summer at City Hall program.

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

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

Action 4

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

The district has provided 956 wireless hot spots to low income families, so that they can have internet access at home. Every family who qualified and turned in a request form was provided with a hot spot.

4xxx
Supplemental/Concentration
\$150,000



Action 5

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

District attendance liaisons, the homeless program manager, the Child Welfare and Attendance Administrator, and the staff from the CARE department, met with site attendance clerks on a monthly basis to review attendance data, provide training on data quality, and provide guidance on how to improve attendance at their school site.

1xxx-5xxx
Supplemental/Concentration
\$170,810



1xxx-5xxx Title I \$5406



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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Metrics from this goal to be included in all SPSAs: (1) Decrease the number of students who are chronically absent; (2) Increase student sense of safety and school connectedness; (3) Ensure access to extended learning opportunities.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

Improve the English proficiency and academic achievement of English Learners.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

Actual

The English Learner Progress Indicator is not available until December 2019. On the English Language Arts Academic Indicator, the District English Learner student group is in the Orange, having maintained the level at 61.9 points below standard. On the Math Academic Indicator, the District English Learner student group is in the Orange, having declined 3.6 points to 84.8 points below standard.

The number of Seals of Biliteracy will be available in May 2019.

Expected

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

Metric/Indicator

Increase the District reclassification rate for English Learners.

18-19

1.3% over State Reclassification rate as reported by CDE.

Baseline

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

Metric/Indicator

Decrease the number of Long Term English Learners.

18-19

At-Risk: Reduce by .8% of state average based on total "Ever-EL". LTEL: Reduce by 2.8% of state average based on total "Ever-EL".

Baseline

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

Actual

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

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

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

Actions / Services

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

Action 1

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

*implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52)

*support for leveled ELD instruction to target proficiency levels

*targeted support for pre-school teachers, special education

Training and support has been provided to teachers who have attended trainings provided by the new ELA/ELD curriculum publishers. This is the second year of a new adoption for elementary teachers. At the secondary level, teachers attended the Linking Language and Learning in Math professional development series at the Yolo County Office of Education. Teams of teachers and EL

1xxx-5xxx
Supplemental/Concentration
\$18,600

1xxx-5xxx Title III \$49,500

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

Specialists from both middle schools attended this 3 day series.

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

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

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

Action 2

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

The district provides funds to school sites, which are used to provide interventions, additional staffing for student support, family nights, extra duty pay for

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Supplemental/Concentration
\$2,181,367

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)

collaboration, and professional learning for staff.

Action 3

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

Funding has been provided for English Learner Specialists. There are some vacancies due to staffing challenges, but sites have been supported through additional clerical time, through an additional allocation (.2) to 1 full time EL Specialist, and through support from the English Learner coordinator.

English Learner progress monitoring has been a focus for both elementary and secondary schools. At elementary, student data is reviewed by teachers and EL Specialists twice per year (fall and spring). Areas of need are reviewed and interventions are planned. Follow up is conducted by the EL Specialist and the classroom teacher, using post assessment data. At secondary, data on student grades is used to determine academic success. Students needing intervention are identified and teams work to provide support, including the counselors, teachers, and EL Specialists.

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\$1,515,656

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

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

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Actual

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

Middle schools participate in student-led conferences, as a way for students to take the lead during parent conferences. Some 6th grade classrooms also do student-led conferences.

Expected

Baseline

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

Metric/Indicator

Increase opportunities for parent learning through Parent University.

18-19

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

Baseline

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

Metric/Indicator

Increase parent/family participation in programs for unduplicated pupils.

18-19

Increase by 25% parent/family participation in programs for unduplicated pupils.

Baseline

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

Metric/Indicator

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

18-19

Increase by 25% parent/family participation in programs for students with special needs.

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

Actual

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

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

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

The Healthy Kids Survey (CHKS), the California School Parent Survey (CSPS), and the California School Staff Survey (CSSS) have been administered in February 2019. Results will be reported when they are available.

Expected

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

Baseline

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

Actual

Formal partnerships have been established with United Way, Woodland Community College, City of Woodland, and Yolo Farm to Fork. The district is working on a formal partnership with TANA, an arts-focused organization in Woodland. The district has successfully co-written a Community College Academic Pathways Grant with Woodland Community College.

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

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

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

Expected

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.
18-19
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

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

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

Enhance home/community/school partnerships as well as parent and community interests such as: *Continue to support and grow Parent Empowerment to connect parents and families with community and district-based support. *Offer community-building events such as Read Across America and celebration of student learning and student exhibitions.	Family Empowerment has continued to provide workshops for parents focused on building the capacity of parents to support their children. Workshops including CPR, Loving Solutions, Parent Project, Self-Help Skills, and Anti-Bullying have been provided. In late fall 2018, one key staff member resigned, and district staff have worked to update the job description to reflect a focus on community and family engagement. The position has	1xxx-5xxx Supplemental/Concentration \$231,200	
		1xxx-5xxx Title III \$26,180	



remained vacant but the district expects to hire before July 2019.

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

Action 2

Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff.

- *Create communication protocols across sites and refine translation services as needed.
- *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders.
- *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.

A staffing shortage in Family Empowerment has created a gap in services this year.

Communication protocols have not been refined, although one elementary school and both comprehensive high schools registered more than 90% of their parents for the Parent Portal, allowing for ease of communication between staff and parents. The Parent Portal provides in-time translation of messages in the receiver's preferred language, eliminating the language barrier.

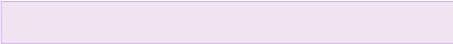
Additionally, student email through gmail was provided this year for secondary students.

Leadership Academy for site administrators has focused on building capacity of site leaders in instructional improvement, with a focus this year on math instruction, through walkthroughs and providing feedback to teachers. Leadership Academy has not yet

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\$151,848



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focused on best practices for facilitating monthly meetings.

Action 3

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

The district continues to partner with City of Woodland on the Summer at City Hall program, which was first established in summer 2018. This will be the second year of the program, which provides students with an introduction to jobs within city government and city services. Students in the program participate in job shadowing based on areas of interest.

The district successfully partnered with Woodland Community College on a Community College Academic Pathways Grant. 2019-20 will serve as a planning and development year, with the first student cohort enrolling in Fall 2020.

Committees that meet regularly include: Career Technical Education Advisory Committee, Ethnic Studies Advisory Committee, and the African American Parent Advocacy Council.

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\$1000

Action 4

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

The district hired a Coordinator of State and Federal Programs in August 2018. The Coordinator held trainings for School Site Council members in Fall 2018, and

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\$1000

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has provided support and guidance for site administrators regarding SSC timelines and process, SPSA updates and revisions, and budgeting and expenditure monitoring. The Coordinator has worked closely with site administrators to ensure compliance with state and federal guidelines.

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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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