



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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

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

Expected	Actual
<p>100% of sites have an exemplary rating.</p> <p>Baseline 24% of sites have an exemplary rating.</p>	<p>Fair = 3 schools Poor = 0 schools</p>
<p>Metric/Indicator Implement a common district instructional focus representing the application of 21st Century skills.</p> <p>19-20 75% of student learning targets and outcomes are tied to the district instructional focus.</p> <p>Baseline A common definition of 21st Century skills and a common district instructional focus that is tied to student learning targets and outcomes is in progress.</p>	<p>Over the last several years, the district instructional focus has centered around rigorous tasks. This year, the focus was refined to three key areas, in order to get clarity around what exactly rigorous instruction should look like in our classrooms: Structured Student Discourse, Content Engagement, and Academic Language Development, all of which work within a framework of Inclusive Practices. Structured Student Discourse includes strategies such as: Accountable Talk, Number Talks, and Reciprocal Teaching. Content Engagement includes strategies such as: Multiple Representations and 3 Reads. Academic Language Development includes Explicit Vocabulary Instruction. As defined by the district, Inclusive Practices is an approach to teaching that helps:</p> <ul style="list-style-type: none"> *develop strong relationships in the classroom *recognize the diversity of students *enable all students to access course content and fully participate in learning activities *demonstrate their knowledge and strengths at assessment. <p>Inclusive Practices value the diversity of the student body as a resource that enhances the learning experience.</p>
<p>Metric/Indicator Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework.</p> <p>19-20 80% of tasks are aligned to the academic content standards including the ELA/ELD Framework, and 70% are at a DOK level 3 or 4.</p> <p>Baseline Based on classroom observations and analysis of Units of Study, not all learning is rigorous and meets grade level standards.</p>	<p>This year, professional development has continued to focus on the use of the academic content standards. Teachers at action team meetings have been developing common pacing. There is not yet demonstrable evidence to show that classroom tasks are mostly or significantly aligned to standards at all schools.</p>

Expected	Actual
<p>Metric/Indicator Percentage of staff participating in professional learning.</p> <p>19-20 100% of staff will participate in a site and/or district supported professional learning that is tied to student learning outcomes.</p> <p>Baseline Currently professional learning opportunities do not exist to meet the needs of all staff and students. There has been no expectation that learning as a result of professional development is implemented in classroom practice.</p>	<p>This year, the major areas the district has offered professional development are listed below. Attendance numbers are given in parentheses.</p> <p>English Language Arts (ELA) Pacing Guides and Assessments - Elementary (59) Math Pacing Guides and Assessments - Elementary (66) SEIS/IEP training (34) Paraprofessional Welcome Back (42) Inside and EDGE curriculum (11) Guided Language Acquisition and Design (GLAD) for Wonders and Benchmark curriculum (23) Differentiation (25) Aeries workshops (13) Ethnic Studies Summer Institute (23) Ethnic Studies After School Training - cohort 1 (20) English Learner Shadowing (25)</p> <p>Action Teams have continued this year. There are action team meetings for middle and high school teachers of math, science, and social science. There are action team meetings for elementary in ELA and math.</p>
<p>Metric/Indicator Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.</p> <p>19-20 100% of PLCs are regularly collecting and analyzing student work to inform planning and practice at their school sites.</p> <p>Baseline Current PLCs need refinement in order to focus on student work and knowing how to identify best practices based on the analysis of student work.</p>	<p>PLCs at school sites include grade level teams, department teams, and school leadership teams. Many teams do collect and analyze student work along with achievement and other data, however, there is not quantifiable data to support this. At the elementary level, all sites participate in academic conferences, which are meetings between administrator and teacher teams to analyze student progress.</p>
<p>Metric/Indicator Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.</p>	<p>As of the mid year testing window, the percentage of students meeting their growth targets in iReady are: 2nd grade: 34% Reading and 22% Math</p>

Expected	Actual
<p>19-20 iReady: Increase by 10% the number of students who achieve their growth target in Reading and in Math.</p> <p>NWEA: Increase by 10% the number of students that meet their projected growth in Reading and in Math.</p> <p>Baseline iReady: 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math.</p> <p>NWEA: In Reading, 25% of 7th, 46% of 8th, 52% of 9th, and 47% of 10th graders met their projected growth. In Math, 44% of 7th, 45% of 8th, 46% of 9th, and 50% of 10th graders met their projected growth.</p>	<p>3rd grade: 32% Reading and 18% Math 4th grade: 39% Reading and 14% Math 5th grade: 43% Reading and 25% Math 6th grade: 49% Reading and 39% Math</p> <p>As of the mid year testing window, the percentage of students meeting their projected growth in NWEA Map are: 7th grade: 40% Reading and 46% Math 8th grade: 53% Reading and 46% Math 9th grade: 55% Reading and 49% Math 10th grade: 51% Reading and 50% Math</p>
<p>Metric/Indicator Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance Index is no longer applicable)</p> <p>19-20 15% growth over baseline.</p> <p>Gap closing metrics for: *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities</p> <p>Baseline</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for ELA was 43.03%, which was an increase of 2.88%. On the Dashboard, the performance level is Yellow. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 51.1%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 6.68% African American students 30.67% Homeless youth 25.38% Foster youth R-FEP(reclassified) students 53.55% Migrant students 30.7% Students with disabilities 9.9%</p>

Expected	Actual
<p>In Spring 2016 SBAC testing, 40% of students achieved the Meets/Exceeds Standards level on SBAC ELA.</p> <p>Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>Gap closing metrics (to be at the level of the All Student group):</p> <p>English Learners 36.35%</p> <p>African American students 12.36%</p> <p>Homeless youth 17.65%</p> <p>Foster youth</p> <p>Migrant students 12.33%</p> <p>Students with disabilities 33.13%</p>
<p>Metric/Indicator</p> <p>Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math.</p> <p>19-20</p> <p>15% growth over the previous year.</p> <p>Gap closing metrics for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities <p>Baseline</p> <p>In Spring 2016 SBAC testing, 28% of students achieved the Meets/Exceeds Standards level on SBAC Math.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for Math was 27.89%, which was a decrease of .64%. On the Dashboard, the performance level is Orange. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 39.73%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p> <p>English Learners 3.85%</p> <p>African American students 13.3%</p> <p>Homeless youth 17.39%</p> <p>Foster youth</p> <p>R-FEP(reclassified) students 31.1%</p> <p>Migrant students 22.6%</p> <p>Students with disabilities 6.88%</p> <p>Gap closing metrics (to be at the level of the All Student group):</p> <p>English Learners 24.04%</p> <p>African American students 14.59%</p>

Expected	Actual
<p>Due to small performance percentages baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for:</p> <ul style="list-style-type: none"> *English Learners *African American student group *Homeless youth *Foster youth *R-FEP students *Migrant students *Students with disabilities 	<p>Homeless youth 10.5% Foster youth Migrant students 5.29% Students with disabilities 21.01%</p>
<p>Metric/Indicator Show growth on the ELA and Math Academic Indicator (California School Dashboard).</p> <p>19-20 Performance level of Green for both ELA and Math, with a Status level of Medium and a Change level of Increased.</p> <p>Baseline The district has a performance level of Yellow for both ELA and Math Academic Indicators. The Status is Low, but the Change is Increased, by 10.2 points for ELA and 5.5 for Math.</p>	<p>The ELA and Math Academic Indicators on the Fall 2019 Dashboard show a performance level of Yellow for ELA (Low/Increased) and a performance level of Orange for Math (Low/Maintained). For ELA, the district's students average 22.2 points below standard, and for math, the district's students average 57.1 points below standard.</p> <p>For ELA, the performance levels by student group: Red: Foster Youth Orange: Homeless students, Two or More Races, and Students with Disabilities Yellow: African American, Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged students Green: White students Blue: none</p> <p>For Math, the performance levels by student group: Red: Foster Youth Orange: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities Yellow: African American and Homeless students Green: White students Blue: none</p>

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement base instructional program for preK - Adult Education to include:</p> <ul style="list-style-type: none"> * appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities * student-centered learning spaces and environments 	<p>1xxx-5xxx Supplemental/Concentration \$2,415,079</p> <p>Lottery funds 4000-4999: Books And Supplies Other \$500,000</p> <p>1xxx-5xxx Title II \$200,000</p> <p>1xxx-5xxx Title I \$35,010</p>	<p>1xxx-5xxx Supplemental/Concentration \$2,958,005</p> <p>Lottery funds 4000-4999: Books And Supplies Other \$0</p> <p>1xxx-5xxx Title II \$237,450</p> <p>1xxx-5xxx Title I \$41,863</p>
<p>Continue to develop and refine a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:</p> <ul style="list-style-type: none"> *implementing a district-wide instructional focus and common definition of the demonstration of 21st Century skills *PLCs, lesson study, large/small/individual, coaching, observation, and feedback *strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice *develop common practices to implement rigorous tasks aligned to the ELA/ELD framework across all content areas and grade levels to support a district-wide instructional focus *integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning. *provide professional learning opportunities for classified staff to support student learning *teachers will use intentional and on-going models and supports to scaffold language for English Learners 	<p>1xxx-5xxx Supplemental/Concentration \$1,186,216</p> <p>1xxx-5xxx Title I \$298,397</p> <p>1xxx-5xxx State Allocation \$43,100</p>	<p>1xxx-5xxx Supplemental/Concentration \$903,527</p> <p>1xxx-5xxx Title I \$29,000</p> <p>1xxx-5xxx State Allocation TBD</p>

Planned Actions/Services	Budgeted Expenditures	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>*Continue to implement a process for monitoring systemwide progress (i.e. Learning Walks).</p> <p>*Provide site funds for interventions based on student need.</p>	<p>1xxx-5xxx Supplemental/Concentration \$46,900</p> <p>1xxx-5xxx Title I \$1,242,480</p>	<p>1xxx-5xxx Supplemental/Concentration \$198,262</p> <p>1xxx-5xxx Title I \$1,093,593</p>

Goal Analysis

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

This section is in development.

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

This section is in development.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Goal 1

Annual Measurable Outcomes

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

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

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

Expected	Actual
<p>Metric/Indicator Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).</p> <p>19-20 90% of students enrolled in an AP course take an AP test and 80% of students receive a passing score.</p> <p>Baseline 49% of students received a passing score on the AP test in 2015-16. Currently, there are not consistent expectations and supports for all AP students to take an AP test.</p>	<p>In 2018-19, there were a total of 1140 course enrollments. Of those course enrollments, there were 666 Advanced Placement exams taken, which is an increase of 5 exams from last year's number of exams taken. Of the 666 exams taken, 345 were passed, yielding a passage rate of 52%, which is a decrease of 1% from last year's overall passage rate. Courses with high test passage rates (>80%) were: AP Art, AP Art 2D, AP Art History, AP French, AP Music, AP Spanish Language, and AP Spanish Literature.</p> <p>By race/ethnicity, the AP passage rate is: Hispanic/Latino 53% (411 exams taken) American Indian 100% (1 exam taken) Asian 30% (63 exams taken) Pacific Islander 14% (7 exams taken) Filipino 67% (12 exams taken) African American 50% (2 exams taken) White 56% (157 exams taken)</p> <p>By program, the AP passage rate is: English Learner 82% (11 exams taken) Low Income 51% (322 exams taken) Foster 0% (0 exams taken) Special Education 50% (2 exams taken)</p>
<p>Metric/Indicator Increase the percentage of students demonstrating college preparedness as measured by Early Assessment Program (EAP).</p> <p>19-20 50% of 11th graders are ready for college-level work in English Language Arts and Math.</p> <p>Baseline</p>	<p>The SBAC results show that 19.36% of 11th graders are ready for college-level work in English Language Arts, and 5.14% of 11th graders are ready for college-level work in Math.</p>

Expected	Actual
<p>19% of 11th graders are ready for college-level work in English Language Arts. 7% of 11th graders are ready for college-level work in math.</p> <p>Metric/Indicator Increase the number of students dual and concurrently enrolled in community college classes.</p> <p>19-20 20% growth over previous year for students dual enrolled.</p> <p>Baseline Currently, the district does not have a formalized dual enrollment agreement with local community colleges. The district relies on student self-reporting of their enrollment in community college courses.</p>	<p>In the 2018-19 school year, there were a total of 353 students that took a class that received college credit, including concurrent enrollment and articulated courses. By school, the enrollment was as follows: WHS - 176 students CCHS - 2 students PHS - 175 students This year, the district began preparations for establishing the 6 year school-college-work pathway with Woodland Community College. The first year of implementation is 2020-21.</p>
<p>Metric/Indicator Increase the District reclassification rate for English Learners.</p> <p>19-20 1.5% over State Reclassification Rate as reported by CDE.</p> <p>Baseline The CDE-reported reclassification rate for WJUSD is 14.4%. The state rate is 13.3%.</p>	<p>For the 2019-20 school year, the number of English Learners reclassified to Fluent English Proficient is 436, or 18.7%. The state rate of reclassification is 13.8%.</p>
<p>Metric/Indicator Decrease the number of Long Term English Learners.</p> <p>19-20 At-Risk: Reduce by 1% of state average based on total "Ever EL". LTEL: Reduce by 3% of state average based on total "Ever EL".</p> <p>Baseline In 2016-17, there are 348 (7.6%) Long Term English Learners, and 304 (6.4%) students who are at risk of becoming Long Term English Learners.</p>	<p>In 2019-20, there are 356 (7.8%) Long Term English Learners, and 288 (6.3%) students who are at risk of becoming Long Term English Learners.</p>

Expected	Actual
<p>Metric/Indicator Increase the cohort graduation rate at each high school.</p> <p>19-20 Increase the cohort graduation rate at all high schools to 97%.</p> <p>Baseline The 2015-16 cohort graduation rate for CCHS is 65.3%, for PHS is 94.3%, and for WHS is 94%.</p>	<p>This year, the California Department of Education established a Five Year Cohort Graduation Rate, in order to include students who might need a fifth year to graduate. The district's Five Year Cohort Graduation Rate is 90.7%. The rate is 73.7% for Cache Creek High School, 93% for Pioneer High School, and 94.2% for Woodland High School.</p>
<p>Metric/Indicator Decrease the number of middle school and high school dropouts.</p> <p>19-20 Ensure that the number of middle or high school dropouts is less than 10.</p> <p>Baseline In 2015-16, there were two middle school dropouts, and 41 high school dropouts.</p>	<p>In 2018-19, there were no middle school dropouts. There were a total of 33 high school dropouts, including 17 at Cache Creek High School, 11 at Pioneer High School, and 5 at Woodland High School. This is a decrease of 7 dropouts from the previous year.</p>
<p>Metric/Indicator Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives.</p> <p>19-20 Increase by 10%.</p> <p>Baseline Baseline data does not currently exist of goals being set and the percentage of those goals being met in IEPs.</p>	<p>The district does not have a system to track this metric. Goals are set and monitored through the IEP team meeting process. Data is not tracked district-wide that captures the number of goals being met, since they are developed on an individual student basis.</p>
<p>Metric/Indicator Ensure that programs and services are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.</p> <p>19-20 Analyze the impact of programs and services that support unduplicated students.</p> <p>Baseline</p>	<p>The district provides certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists, Foster Youth and Homeless Liaison, Migrant Education Services, and wireless access points (hotspots) for low income students.</p>

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

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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: *Interdisciplinary UC a-g approved courses *Integrated CTE *Integrated VAPA *Online learning *Dual/concurrent enrollment *Dual Immersion program expansion *Ethnic Studies and Mariachi courses	1xxx-5xxx Supplemental/Concentration \$1,321,802 1xxx-5xxx Title I \$20,000	1xxx-5xxx Supplemental/Concentration \$1,640,917 1xxx-5xxx Title I \$77,690.00
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	1xxx-5xxx Supplemental/Concentration \$22,000	1xxx-5xxx Supplemental/Concentration \$8,525

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Development and maintenance of school calendars, bell schedules and master schedules to increase equity and access for students to a rigorous and developmentally appropriate instructional program to include the following:</p> <ul style="list-style-type: none"> *Updating Board approved graduation rates to represent eligibility to UC and/or industry certification *Updating course catalog and course descriptions *Conducting a transcript analysis and audit *Increasing opportunities to learn at personal rates *Revise master schedule development to prioritize EL and SpEd learners *Recruit English Learners into Advanced Placement courses 	<p>1xxx-5xxx Supplemental/Concentration \$28,600</p>	<p>1xxx-5xxx Supplemental/Concentration \$49</p>

Goal Analysis

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

This section is in development.

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

This section is in development.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Expected	Actual
<p>Baseline As of March 2017, the district-wide attendance rate is 94.14%.</p>	<p>Gibson 92.24% Maxwell 91.65% Plainfield 93.97% Spring Lake 95.53% Tafoya 94.69% Whitehead 94.28% Prairie 94.33% Zamora 95.88% Douglass Middle 94.89% Lee Middle 98.6% Pioneer High 94.47% Woodland High 93.07% Cache Creek High 98.65%</p>
<p>Metric/Indicator Increase the number of students in the Healthy Fitness Zone in all 6 standards.</p> <p>19-20 50% of tested students meet all 6 standards on the Physical Fitness Test.</p> <p>Baseline In 2016, 28% of tested students met all 6 standards on the Physical Fitness test.</p>	<p>In the 2018-19 school year, 15.1% of 5th graders met all 6 Healthy Fitness Zone Standards. 26.6% of 7th graders met all 6 standards, and 23% of 9th graders met all 6 standards.</p>
<p>Metric/Indicator Increase student sense of safety and school connectedness across all school sites.</p> <p>19-20 Increase by 15% student sense of safety and sense of connectedness for all students surveyed.</p> <p>Baseline In 2017, student sense of safety on the California Healthy Kids Survey is 78% (5th grade), 65% (7th grade), 51% (9th grade), 63% (11th grade), and 72% (CCHS). Student sense of</p>	<p>The California Healthy Kids Survey was administered in February 2020. In 2019-20, student sense of safety on the California Healthy Kids Survey (school perceived as safe or very safe is): 71% (5th grade), 58% (7th grade), 48% (9th grade), 48% (11th grade), and 59% (CCHS and CDS). Compared to the previous year, student perception of safety has declined at every grade level:</p> <ul style="list-style-type: none"> *5th grade - 3% decline *7th grade - 6% decline *9th grade - 10% decline *11th grade - 2% decline *CCHS and CDS - 10% decline

Expected	Actual
<p>connectedness is 60% (5th grade), 58% (7th grade), 36% (9th grade), 44% (11th grade), and 56% (CCHS).</p>	<p>Student sense of connectedness is 67% (5th grade), 62% (7th grade), 49% (9th grade), 47% (11th grade), and 53% (CCHS and CDS). Compared to the previous year, student sense of connectedness has declined at every grade level:</p> <ul style="list-style-type: none"> *5th grade - 3% decline *7th grade - 4% decline *9th grade - 7% decline *11th grade - 1% decline *CCHS and CDS - 10% decline
<p>Metric/Indicator Decrease the number of expulsions.</p> <p>19-20 The number of expulsions is 3.</p> <p>Baseline As of March 2017, the number of expulsions is 8.</p>	<p>As of March 2020, there have been 0 expulsions.</p>
<p>Metric/Indicator Ensure that the number of suspensions is proportionate to the population.</p> <p>19-20 The number of students with suspensions is proportionate to the population.</p> <p>Baseline As of March 2017, the number of suspensions for students with disabilities and Hispanic students is disproportionate. Students with disabilities, who make up 13% of the population, account for 23% of the suspensions. Hispanic students, who make up 68% of the population, account for 72% of the suspensions.</p>	<p>In 2018-19, the total number of suspensions was 1054. By race/ethnicity, the number of suspensions and percentage of total:</p> <ul style="list-style-type: none"> African American* 27 (2.5%) American Indian* 14 (1.3%) Asian 6 (.5%) Filipino 4 (.3%) Hispanic* 785 (74%) Pacific Islander* 8 (.7%) White 178 (16%) Two or More Races* 25 (2.3%) Not Reported 6 (.5%) <p>By program, the number of suspensions and percentage of total:</p> <ul style="list-style-type: none"> English Learner 235 (22%) Foster* 51 (4.8%) Homeless 22 (2%) Migrant 16 (1.5%) Socioeconomically Disadvantaged* 826 (78%)

Expected	Actual
	<p>Students with Disabilities* 282 (26%)</p> <p>*percentage of total suspensions is disproportionate for these groups</p>
<p>Metric/Indicator Decrease the total number of suspensions.</p> <p>19-20 The number of suspensions (in school and out of school) is 290.</p> <p>Baseline The number of suspensions (in school and out of school), as of March 2017, is 971, which is a 30% decrease from the previous year.</p>	<p>As of March 2020, there are 702 suspensions (both in school and out of school).</p>
<p>Metric/Indicator Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports.</p> <p>19-20 100% of classrooms are fully implementing student-centered practices and have examples of evidence consistently and regularly demonstrated.</p> <p>Baseline Currently, there are teacher-directed behavior support structures and some practices that support co-constructing of PBIS strategies.</p>	<p>Sites have been continuing to reinforce Tier 1 and develop 2 PBIS supports. In the fall, sites completed the Self-Assessment Survey to assess their implementation of PBIS. Sites completed the Student Risk Screening Scale for internalizing and externalizing behaviors as a universal screening tool to identify students who may be at-risk for behavioral problems. Sites utilized that information to develop supports for students.</p>
<p>Metric/Indicator Ensure that operational systems provide equity and access to core and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.</p> <p>19-20 All master schedules/programs/course and graduation requirements are developed for English Learners and students</p>	<p>The WJUSD Board of Trustees approved an Equity policy in March 2020, which states in part, in order "to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall strive to identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impeded equal access to opportunities for all students."</p> <p>The district in fall 2019 examined course enrollments at the secondary level and determined that there are barriers to students</p>

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

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through:</p> <ul style="list-style-type: none"> *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior *Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals 	<p>1xxx-5xxx Supplemental/Concentration \$5,293,172</p>	<p>1xxx-5xxx Supplemental/Concentration \$5,005,738 1xxx-5xxx Title I \$88,674</p>
<p>Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through:</p> <ul style="list-style-type: none"> *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans 	<p>1xxx-5xxx Supplemental/Concentration \$18,600</p>	<p>1xxx-5xxx Supplemental/Concentration \$0</p>
<p>Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including:</p> <ul style="list-style-type: none"> *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers 	<p>1xxx-5xxx Supplemental/Concentration \$734,200 1xxx-5xxx Title I \$390,000 1xxx-5xxx Title II \$9,645</p>	<p>1xxx-5xxx Supplemental/Concentration \$59,562 1xxx-5xxx Title I \$384,042 1xxx-5xxx Title II \$9,195 1xxx-5xxx Other \$113,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*intern/externships		
Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.	4xxx Supplemental/Concentration \$150,000	4xxx Supplemental/Concentration \$150,000
Continue to implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.	1xxx-5xxx Supplemental/Concentration \$170,810 1xxx-5xxx Title I \$5,406	1xxx-5xxx Supplemental/Concentration \$155,827 1xxx-5xxx Title I \$6,996

Goal Analysis

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

This section is in development.

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

This section is in development.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

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

Expected	Actual
Baseline 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.	For the 2019-20 school year, the number of English Learners reclassified to Fluent English Proficient is 436, or 18.7%. The state rate of reclassification is 13.8%.
19-20 1.5% 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.	The most recent data available (2018-19) shows that the total number of long term English learners (LTEL) is 443, in grades 7 - 12. By grade level, the numbers of LTELs are as follows: *7th grade = 115 *8th grade = 86 *9th grade = 76 *10th grade = 42 *11th grade = 65 *12th grade = 59
19-20 At-Risk: Reduce by 1% of state average based on total "Ever-EL". LTEL: Reduce by 3% of state average based on total "Ever-EL".	
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.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 *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	1xxx-5xxx Supplemental/Concentration \$136,000 1xxx-5xxx Title III \$49,500 1xxx-5xxx State Allocation \$34,815	1xxx-5xxx Supplemental/Concentration \$6,473 1xxx-5xxx Title III \$51,000 1xxx-5xxx State Allocation TBD

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists on coaching and support of EL instructional strategies		
Continue to support English Learners and Low Income students by providing additional support and funds to each site. Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, action 3)	1xxx-5xxx Supplemental/Concentration \$1,636,025	1xxx-5xxx Supplemental/Concentration \$1,589,559
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, action 1), recommend appropriate placement, interventions, and provide support for targeted ELD instruction *Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.	1xxx-5xxx Supplemental/Concentration \$1,515,656 1xxx-5xxx Title III \$165,000	1xxx-5xxx Supplemental/Concentration \$1,590,371 1xxx-5xxx Title III \$192,737

Goal Analysis

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

Goal 4 is focused on support for English Learner achievement, including actions that provide training and support for teachers of English Learners, staffing for English Learner Specialists, and site funds for interventions. Due to the COVID-19 pandemic, some of the training planned for teachers of English Learners was put on hold. Additionally, Goal 4 provides funding for staff and parents to attend the California Association of Bilingual Education annual conference, and that conference was canceled due to the pandemic.

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

This section is in development.

Goal 5

Excellence for All students is supported through meaningful stakeholder engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.</p> <p>19-20 Increase by 10% the number of parents who participate in SSC/ELAC/PTA/Boosters to represent diversity of student demographics.</p> <p>Baseline Data from the California School Parent Survey shows that 87% of parents had attended a general school meeting. 42% of parents had attended a meeting of the PTA, and 71% had attended a parent-teacher conference. Currently there is little data to report on the demographics of the parents who attend those meetings.</p>	<p>The district has not collected data on the demographics of parents who attend School Site Council/English Learner Advisory Committee/Parent Teacher Association/Boosters. The district continues to have an African American Parent Advisory Council and has recently hosted the first meeting of a Native American Parent Group.</p> <p>The results of the California School Parent Survey, administered in February 2020, show that 95% of respondents had attended a general school meeting. 45% had attended a PTA meeting, and 81% had attended a parent-teacher conference.</p>
<p>Metric/Indicator Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.</p> <p>19-20 Every student has at least one opportunity for a student-led demonstration of proficiency.</p>	<p>Middle school students participate in student-led conferences.</p>

Expected	Actual
<p>Baseline Some sites/grade levels/classrooms participate in student-led conferences.</p> <p>Metric/Indicator Increase opportunities for parent learning through Parent University.</p> <p>19-20 Increase by 25% the number of opportunities for parent learning through Parent University.</p> <p>Baseline During 2016-17, there were eight Parent University workshops, with topics such as Using Technology, Understanding the iReady assessment, and Social and Emotional Learning. There were also sessions by Parent Institute for a Quality Education (PIQE) at each site.</p>	<p>During the 2019-20 school year, there were 10 parent workshops provided by the Community and Family Engagement (CAFÉ) department. Listed below are the workshops and number of participants: Welcome event - 51 participants Vaping, E-Cigarettes and Youth - 17 participants Gearing up for the School Year - 23 participants A Conversation on Why School Matters - 12 participants Mental Health - 41 participants Nurturing Parenting Program - 15 participants CPR Training - 45 participants Health Curriculum Parent Night - 54 participants Math Workshop - 31 participants Preschool Parent Workshop - 58 participants</p> <p>The CAFÉ department also helped other departments arrange for translation, childcare, and other services for a few events, including a parent night for dual enrollment, a meeting for Parent Teachers Associations, and a Native American Parent Committee.</p>
<p>Metric/Indicator Increase parent/family participation in programs for unduplicated pupils.</p> <p>19-20 Increase by 25% parent/family participation in programs for unduplicated pupils.</p> <p>Baseline Currently, there are limited opportunities for parent/family participation in programs specifically targeted to unduplicated pupils.</p>	<p>The Community and Family Engagement department provides trainings and parent workshops which are specifically responsive to the needs of parents and families of unduplicated pupils.</p>

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

Expected	Actual
<p>A limited number of partnerships exist to support students, including United Way, the Woodland Schools Foundation, and the Woodland Host Lions.</p>	
<p>Metric/Indicator Increase use of technology tools and applications by site staff to communicate with parents about student progress.</p> <p>19-20 Ensure that 100% of families have Aeries Parent Portal accounts. Ensure that 100% of students have Aeries Student Portal accounts and access them regularly.</p> <p>Baseline In 2016-17, a pilot was conducted using the Aeries Parent Portal. A group of secondary teachers piloted the portal and gradebook.</p>	<p>By school, the percentage of parents having parent portal accounts:</p> <p>WHS 94% CCHS 72% PHS 97% DMS 72% LMS 49% Middle Grades CDS 75% Sci Tech 29% Beamer 22% Zamora 95% Dingle 15% Freeman 15% Gibson 17% Tafoya 22% Maxwell 19% Plainfield 43% Whitehead 12% Prairie 12% CDS 20% Spring Lake 25% K-8 37%</p>
<p>Metric/Indicator Increase the number of hits on district website, parent portal, and social media. Develop district website with communication resources that provide for input and feedback on services and supports to students such as LCAP resources and tools.</p> <p>19-20 Increase the number of webpage views, Engaged Users on Facebook, and Engagements on Twitter, by 20%.</p>	<p>This data will be reported when it is available.</p>

Expected	Actual
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).	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	1xxx-5xxx Supplemental/Concentration \$236,200 1xxx-5xxx Title III \$26,180	1xxx-5xxx Supplemental/Concentration \$130,820 1xxx-5xxx Title III \$2500
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.	1xxx-5xxx Supplemental/Concentration \$183,248 1xxx-5xxx Title I \$18,970	1xxx-5xxx Supplemental/Concentration \$138,477 1xxx-5xxx Title I \$1,374
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	1xxx-5xxx Supplemental/Concentration \$1000	1xxx-5xxx Supplemental/Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*Increase connection with industry sector partners to support the expansion of course offerings and CTE pathways *Create relationships with community faith leaders to foster connections between home and school in service of student learning		
Ensure that parent and stakeholder groups are in compliance with state and federal guidelines.	1xxx-5xxx Supplemental/Concentration \$14,694 1xxx-5xxx Title I \$152,520 1xxx-5xxx Title II \$13,694	1xxx-5xxx Supplemental/Concentration \$115,685 1xxx-5xxx Title I \$165,052 1xxx-5xxx Title II \$24,347

Goal Analysis

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This section is in development.

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

This section is in development.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

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

Analysis of In-Person Instructional Offerings

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

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

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

Analysis of the Distance Learning Program

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

Continuity of Instruction

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

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

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

Access to Devices and Connectivity

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

Pupil Participation and Progress

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

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

Distance Learning Professional Development

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

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

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

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

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

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

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

Staff Roles and Responsibilities

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

Supports for Pupils with Unique Needs

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

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

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

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

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

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

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

Analysis of Pupil Learning Loss

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

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

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

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

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

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

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

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

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

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

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

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

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

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

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

Overall Analysis

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

This section is in development.

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

This section is in development.

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

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

*District-wide professional development was provided as described in the Distance Learning Program section. This professional development was provided to all certificated staff including substitute teachers. The professional development was designed to address the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income

students. The professional development was offered using a combination of synchronous and asynchronous instruction, as well as live presentations, and was housed in the learning management system for teachers and staff to revisit as needed. The training topics were developed in collaboration with teacher teams with student needs at the forefront and served as the foundation for professional development throughout the year.

Topics included:

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

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

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

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

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

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

This section is in development.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	18,314,919.00	17,170,310.00
Other	500,000.00	113,000.00
State Allocation	77,915.00	0.00
Supplemental/Concentration	15,110,202.00	14,651,797.00
Title I	2,162,783.00	1,888,284.00
Title II	223,339.00	270,992.00
Title III	240,680.00	246,237.00
	240,680.00	236,487.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	18,314,919.00	17,170,310.00
	17,814,919.00	17,170,310.00
4000-4999: Books And Supplies	500,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	18,314,919.00	17,170,310.00
	Other	0.00	113,000.00
	State Allocation	77,915.00	0.00
	Supplemental/Concentration	15,110,202.00	14,651,797.00
	Title I	2,162,783.00	1,888,284.00
	Title II	223,339.00	270,992.00
	Title III	240,680.00	246,237.00
4000-4999: Books And Supplies	Other	500,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,967,182.00	5,461,700.00
Goal 2	1,392,402.00	1,727,181.00
Goal 3	6,771,833.00	5,973,034.00
Goal 4	3,536,996.00	3,430,140.00
Goal 5	646,506.00	578,255.00

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

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

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

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

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