



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Woodland Joint Unified School District (WJUSD) serves students (9,658) in the Woodland city limits as well as the surrounding areas throughout Yolo County. Woodland is a vibrant agricultural community with a rich tradition of community members supporting the teaching and learning of all students. The District runs a fully accredited, robust educational program, with preschools and transitional kindergarten, 11 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and alternative educational options including Home/Hospital, K-8 Home Study, and Community Day School. Services within these schools are provided to all students, including English Learners, Low Income students, Foster and Homeless students, students with special needs, and students who are chronically absent.

Enrollment in the District continues to decline, while the population of the City of Woodland is increasing due to new housing developments in the southeast portion of the city.

A breakdown of student enrollment for the 2020-21 school year follows.

African American 125 (1.3%)
American Indian 49 (.5%)
Asian 520 (5.3%)
Filipino 67 (.6%)
Hispanic/Latino 6709 (69%)
Pacific Islander 37 (.4%)
White 1820 (18.8%)
Two or More Races 230 (2.4%)
Not Reported 101 (1%)
Socioeconomically Disadvantaged 5312 (55%)
English Learner 2059 (21%)
Students with Disabilities 1308 (13.5%)
Foster 72 (.7%)
Homeless 88 (.9%)
Migrant 239 (2.4%)
Unduplicated students 5499 (57%)
Total 9,658

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Woodland Joint Unified School District reviews the California School Dashboard on a yearly basis, along with a variety of local data sources in order to get a complete picture of student progress. On the California School Dashboard for 2019, there were a number of successes noted, including:

- *an increase of 2.4% in the overall graduation rate, with the majority of student groups in the green performance level
- *an increase of 10.4% in the number of students at the Prepared level on the College/Career Indicator
- *a decline of 0.4% in the overall suspension rate
- *an increase of 5.7 points on English Language Arts (ELA) achievement

WJUSD plans to build on these successes through (1) continuing to increase access to Career Technical Education pathways to support career readiness; (2) continuing to provide Positive Behavior Interventions and Supports (PBIS) training to support decreases in suspensions; and (3) continuing to refine pacing guides and report cards for alignment, especially at the elementary level, to support ELA achievement.

The local data reviewed for the 2020-21 school year has included parent, student, and teacher surveys, along with attendance and engagement data, student performance on district assessments, and student academic progress as measured by grades. School site teams have engaged in a data analysis review cycle in December 2019, and then also engaged in reflection on Phase 3 implementation in April 2021.

In the December 2020 data analysis review, school site teams reported the following areas of success/strength:

- *technology access issues are limited
- *parents are supportive and knowledgeable about the educational program
- *students know where to get support if needed
- *teachers are using a wide variety of strategies for social-emotional learning (SEL)
- *students are collaborating on a weekly basis
- *communication between school/classroom and families
- *amount of instruction is just about right

WJUSD plans to build on these successes through (1) continuing to provide devices and connectivity to support technology access; (2) identifying a scope and sequence for social-emotional learning curriculum to support SEL instruction; and (3) continuing to use ParentSquare for parent/family communication.

On the April 2021 Phase 3 implementation reflection, school site teams reported what is going well:

- *more engagement
- *students seem happier
- *students are completing work
- *positive changes in mood

- *better relationships between staff and students
- *students are complying with safety protocols

WJUSD plans to build on these successes by (1) continuing to make progress towards re-opening for full time in person instruction for the 2021-22 school year; and (2) continuing to provide safety training for all staff.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the California School Dashboard for 2019, areas of concern included the following:

- *Chronic Absenteeism rate is 12.5%, and in the orange performance level, with six student groups in the orange (American Indian, African American, foster youth, Hispanic, Socioeconomically Disadvantaged, and White)
- *for the ELA and Math Academic Indicator, foster youth are in the red performance level
- *there is a significant achievement gap between students who are socioeconomically disadvantaged and students who are not socioeconomically disadvantaged on the summative assessments
- *for the Math Academic Indicator, the all student group is in the orange performance level
- *for Suspension Rate, three groups are in the red performance level (American Indian, Two or More Races, and Students with Disabilities) and three groups are in the orange performance level (Filipino, Hispanic, and Homeless)

In the December 2020 data analysis review, school site teams reported the following areas of concern:

- *student participation and engagement
- *mental health concerns
- *increase in D/F rates at the secondary level
- *families have inconsistent knowledge about supports available
- *student connectedness to teacher and peers
- *student attendance for intervention/small group instruction/special education supports

On the April 2021 Phase 3 implementation reflection, school site teams reported what needs improvement:

- *assessing student progress
- *online students not engaged
- *time management
- *online and in person students get different levels of attention

At the district level, steps taken to address these concerns include: (1) implementation of a social-emotional learning curriculum at all schools K-12 coupled with training for teachers and staff; (2) district professional development to support teacher use of instructional platforms; (3)

establishment of a mental health referral system; and (4) hiring of community and family engagement specialists at every site to provide outreach and assistance to families.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 Local Control and Accountability Plan has four new goals that are written to reflect the priorities of the district's stakeholders, namely the students, teachers, staff, administrators, and parents, which have been foundational to the development of the goals, in conjunction with several guiding documents. These documents are the California English Learner Roadmap, the WJUSD Graduate Profile, the WJUSD Special Education Plan, and the previous LCAP and Strategic Plan goals.

Some of the highlights of the 2021-24 LCAP include:

- *inclusive of Special Education, with language throughout that addresses the needs of Special Education students
- *language that addresses culturally responsive pedagogy and an assets-oriented approach
- *implementation of the WJUSD Graduate Profile
- *new metrics in key areas: Career Technical Education, social-emotional learning, Ethnic Studies, pathway awards for biliteracy, Special Education Plan indicators, student input collected through surveys and focus groups
- *funding and support for the development of the Woodland Youth Master Plan

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Ramon S. Tafoya Elementary School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

As part of the WJUSD planning process, the district team consisting of Educational Services staff conducted a school-level needs assessment with Tafoya Elementary staff to review data. The data reviewed included data from the California School Dashboard: English Language Arts and Mathematics performance on Smarter Balanced Assessments, suspension rate, and chronic absenteeism. After

reviewing the data, the team worked to analyze root causes, establish potential interventions to address the needs, and plan for stakeholder involvement in the development of the School Plan. The principal engaged in the same needs assessment with the leadership team, school staff, school site council, ELAC, and parent organizations. Interventions were examined based on research based effectiveness, and a research summary for chronic absenteeism was shared (Attendance Works, with documentation on each study), as well as the What Works Clearinghouse, which was used to identify research based strategies for suspension rate and school connectedness. Each stakeholder group reviewed the data, and participated in identifying change ideas for the SPSA, which were then written into the SPSA, and taken to ELAC, SSC, leadership, etc for review prior to approval.

In terms of resource inequities, one area of struggle for the school is to be able to provide sufficient intervention staffing. Additionally, Tafoya has a high minority population (81.9%), a high English Learner population (27.6%), and a high population of socioeconomically disadvantaged students (64.2%). The school also has a newer principal, with the current principal in her second year with the school and the district.

These data suggest that the school has a need for improved school climate, with a need specifically for professional development and coaching to support students who have experienced trauma, to support the staff in meeting the needs of the students, who are high needs. Additional needs include improving playground interactions, which have contributed to a lack of feeling of safety amongst students and families. The district will provide financial support to the school for professional development, school climate improving programs and materials. Educational Services staff have continued to meet with the principal regularly to provide guidance and support for plan development and implementation, and have scheduled bimonthly check in with staff, in which plan implementation is reviewed, current data is analyzed, the plan is adjusted as needed, and stakeholder outreach is planned and discussed.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The District Educational Services team has established regular bi-monthly checkpoints at which plan implementation will be monitored and evaluated. Metrics have been identified to gauge progress, including monitoring absenteeism, suspension rate, and survey data on school safety and connectedness. Specific data being monitored includes: chronic absenteeism rate, student engagement with distance learning, CHKS survey results, and suspension rate. Additionally, due to the pandemic, the site is developing a survey for parents and students to assess student wellbeing, connectedness, and safety. These results will be monitored throughout the year to provide input into the adjustment of the CSI plan. Regularly monitoring these metrics will allow the district and the school to evaluative progress towards meeting state expectations in suspension rate and absenteeism, and will allow the team to adjust the plan if efforts are ineffective. The school has identified professional development and job embedded coaching opportunities as primary action for improving student connectedness and climate.

The principal will continue to engage with the school community throughout the year, a minimum of 4 times. Groups engaged will be school site council, the PTA, ELAC and leadership, as well as stakeholder engagement through town halls. All groups are evaluating data, reflecting on impact, and contributing to the plan's improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2019-20 school year, the district engaged its stakeholders in a process which provided the community with an opportunity to identify its priorities for the district's work in moving forward with the 2021-24 LCAP. The engagement process took place between October 2019 and March 2020, and included Town Hall Meetings; School Site Council meetings; the Parent Advisory Committee (LCAP Collaborative), the English Learner Parent Advisory Committee (DELAC) other district committees such as Career Technical Education Advisory Committee, Special Education Parent Advisory Committee, and School Climate Committee; California School Employees Association (CSEA) chapter meeting; Principals and other administrators (Leadership Academy); school site English Learner Advisory Committees, School Site Councils, and Parent Teacher Associations; Woodland Education Association (WEA) through a survey; and the WJUSD Board of Trustees. Other school personnel are included in both the WEA and CSEA groups, and were included in the consultation with their members. There were also student focus groups conducted at each of the three high schools.

During dozens of sessions and meetings, participants were given a presentation that shared the current LCAP goals (from the previous 3 year LCAP) and the major programs and personnel that were funded through those goals. Participants were provided a mat that had 15 categories of district work (listed below) and were tasked with identifying their own priorities from the list. Participants had 7 chips with which they would indicate which of the categories were most important to them. In total, 413 individuals participated in the prioritization activity. Listed below, in order of total priority, are the 15 categories along with the total number of chips cast for each:

- Academic Intervention and Support (398)
- Social-Emotional Support (363)
- English Learner Support (345)
- College and Career Readiness (317)
- Special Education Support (281)
- Health and Safety (258)
- Academic Enrichment (255)
- Facilities (218)
- Professional Learning (217)
- Family and Community Involvement (216)
- Technology (171)
- Textbooks and Materials (160)
- Additional Site Allocation (127)
- Foster/Homeless Support (101)
- Other (68)

Once the community's priorities were established, district staff used those priorities, along with several foundational documents (the previous LCAP and Strategic Plan goals, the California English Learner Roadmap, the WJUSD Graduate Profile, the Special Education Plan), to draft

goals. Over the next nine months, groups were consulted on the drafted goals, including school site administrators (March 3, 2020, and December 3, 2021), the LCAP Collaborative, the DELAC, School Site Council parents (December 10, 2020), Student Focus Groups (December 2020), Student Feedback Sessions (February 2021), the Equity Task Force (January 19, 2021, and March 30, 2021), and the WJUSD Board of Trustees (January 14, 2021). On January 14, 2021, the WJUSD Board of Trustees approved the four goals in the LCAP 2021-24.

During the 2020-21 school year, the LCAP Collaborative met on August 20, October 12, November 30, January 25, February 22, March 29, April 26, and May 24. The DELAC agenda included LCAP review and feedback on the following dates: August 24, December 7, April 12, May 3, and May 17.

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

Once the goals were approved, the district consulted with its two parent advisory groups, the LCAP Collaborative and the DELAC, on the metrics. Members were provided an opportunity to suggest and/or edit the metrics that were drafted for the LCAP. These two groups were also provided with an opportunity to review and provide feedback on the Annual Update, as well as on the draft LCAP 2021-24. Questions were solicited and are being published with the superintendent's responses on the district webpage.

A summary of the feedback provided by specific stakeholder groups.

As detailed above, the comprehensive stakeholder engagement process that took place in 2019-20, prior to school closures due to the COVID-19 pandemic, allowed the district to establish the community's priorities, which have had a significant impact on the development of the LCAP. Each of the priorities is reflected in the goals that have been approved by the WJUSD Board of Trustees. In addition to the prioritization that occurred in 2019-20, throughout the 2020-21 school year, each of the following specific stakeholder groups provided feedback on the development of the draft 2021-24 LCAP.

Principals and administrators: Principals and other administrators had the following priorities: (1) Social-Emotional Support; (2) Academic Intervention and Support; (3) English Learner Support; (4) Special Education Support; and (5) Professional Learning. In addition to the priorities established by principals and administrators, this stakeholder group also provided feedback about the goals, specifically adding the phrase "safe, supportive, and inclusive environment" to the Goal 2 language, in order to reflect the district's commitment to student and staff safety.

Local bargaining units - Woodland Education Association (teachers and other school personnel): The Top 5 priorities for teachers and other school personnel on the LCAP survey were the following: (1) Academic Intervention and Support; (2) Social-Emotional Support; (3) Special Education Support; (4) Health and Safety; and (5) Facilities.

Local bargaining units - California School Employees Association (classified staff and other school personnel): The Top 5 priorities for classified staff and other school personnel are: (1) Academic Intervention and Support; (2) Social-Emotional Support; (3) Facilities; (4) Health and Safety; (5) Foster/Homeless Support.

Parents: The Top 5 Priorities for parents are: (1) Academic Intervention and Support; (2) Social-Emotional Support; (3) College and Career Readiness; (4) Academic Enrichment; (5) Special Education Support. By priority, listed below are the major topics given as suggestions for each:

1. Academic Intervention and Support: intervention opportunities - within and after school, supported by additional personnel; need a multi-tiered system of support; small group and individual support for struggling students
2. Social-emotional support: trauma-informed practice; increased access to mental health services; additional resources and personnel to support mental health needs
3. College and Career Readiness: expansion of CTE pathways; support for students with college and financial aid applications; rigorous and challenging curriculum
4. Academic Enrichment: additional opportunities such as MESA, STEM, GATE, clubs; variety of extracurricular activities; more hands-on learning
5. Special Education Support: training for SpEd and general education teachers; inclusion activities; paraprofessional support, staffing, and training

Students: The Top 5 Priorities for students are: (1) College and Career Readiness; (2) Facilities; (3) Textbooks and Materials; (4) Academic Intervention and Support; and (5) English Learner Support. College and Career Readiness was the overwhelming top choice for students in the student focus groups, especially for the students at Cache Creek High School. In the discussion, students provided feedback that they felt unprepared for either college or career, and wanted more direction and guidance about their options for both college and career, wanted coursework that would specifically prepare them for life outside of high school, and wanted specific support related to post-secondary plans.

Overall, in order to synthesize all of the feedback and comments provided by each of the stakeholder groups, the LCAP Collaborative Committee (one of the district's parent advisory groups), took all of the comments provided by all of the stakeholder groups in the Top 5 Priorities and categorized them into the following as feedback on areas of need for development of the LCAP:

1. Academic Intervention and Support

- *GATE student support
- *MTSS
- *Intervention and Intervention Specialist
- *Process and Procedures

2. Social-Emotional Supports

- *Peer supports
- *Safe physical spaces
- *More/more effective counseling support
- *External resources

- *District training
- *Increased support for SpEd

3. English Learner Support

- *Program design
- *SEL and culture/climate
- *Increased tutors and para support
- *Parent support and resources
- *RTI/EL Specialist numbers

4. College and Career Readiness

- *Increasing career program/pathways
- *Increasing access to college
- *Bridge to college/career
- *Curriculum

5. Special Education Support

- *Staff development
- *Student engagement
- *Parent and home support
- *Inclusive practices
- *Staffing

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals in the 2021-24 LCAP were crafted using the Top 5 Stakeholder Priorities, the previous LCAP and Strategic Plan goals, the WJUSD Graduate Profile, the California English Learner Roadmap, and the Special Education Plan indicators.

Goal 1 addresses College and Career Readiness (Top 5), the WJUSD Graduate Profile, the English Learner Roadmap Principles 1 and 2, Special Education Indicators 14a - 14c, the Graduation Rate, and the Dropout Rate, and the previous LCAP goals 2 and 5.

Goal 2 addresses Academic Intervention and Support, Social-Emotional Support, and Special Education Support (Top 5), the English Learner Roadmap Principles 1 and 2, Special Education Indicators for Academic Participation and Achievement, and Suspension, and the previous LCAP goals 1, 3, and 5.

Goal 3 addresses English Learner Support (Top 5), the English Learner Roadmap Principles 1, 2, 3, and 4, Special Education Indicators for Academic Achievement and Graduation Rate, and the previous LCAP goals 4 and 5.

Goal 4 addresses all of the above with a focus on youth engagement.

As a result of feedback from school site administrators, Goal 2 includes a focus on "a safe, supportive, and inclusive environment."

Feedback from students about the goals resulted in the following considerations: for goal 1, the district needed to focus on clearly outlining the goals for the graduate profile, ensure that students are provided with the tools they need to plan out their life after high school, focus on real world skills, and provide students with information and guidance around both college and career. For goal 2, students shared that, of the many aspects of this goal (social-emotional, academic, instruction, and safe environment), supporting students' social-emotional needs is the part of the goal that the district needs to focus on primarily. For goal 3, students prioritized creating an assets-oriented approach and providing opportunities for students to make connections outside of their peer group. For goal 4, students want the district to create more opportunities for all students to get involved, including continuing to seek feedback and input on LCAP and the School Plan.

Feedback from the Equity Task Force led to wording in the LCAP that reflects the district's commitment to equity by including language in the LCAP from the WJUSD Board of Trustee's Equity Policy. The Equity Task Force suggested adding "historically marginalized students of color," where the LCAP refers to being inclusive of English Learners and Students in Special Education, in several actions. (Goal 2, Action 4 for example) Another change requested was to identify the district's commitment to staffing that reflects the community, adding the following language to Goal 2, Action 1: "employment and retention of diverse staff that reflects the demographics of the community."

An outcome of the feedback from all groups is the need to specifically address the aspects of the goals that are new to the district's LCAP. For Goal 1, concepts new to the LCAP are the Graduate Profile and culturally relevant pedagogy. For Goal 2, the concepts are not new but the goal brings together all aspects of teaching and learning into one coherent goal, which will provide the framework for the district's systems of support for students, academically, social and emotionally, and behaviorally. For Goal 3, a new concept is in the phrase "Accelerate the academic achievement...", and the district will need to define and monitor what accelerating academic achievement looks like. Also for Goal 3, the concept of an assets-oriented approach is new for the LCAP, and training will need to be provided in order to ensure common understanding. In terms of Goal 4, the district has not yet had a similar goal, so all of the metrics and actions will be new in support of this goal.

Goals and Actions

Goal

Goal #	Description
1	Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

An explanation of why the LEA has developed this goal.

This goal has been developed to highlight the district's Graduate Profile, which was developed to define the competencies expected of high school graduates. The profile was created collaboratively by a team of stakeholders and ultimately approved by the WJUSD Board of Trustees. The Graduate Profile states...WJUSD will graduate students who are...

*Academically Literate: students possess a base of knowledge requisite for college and career readiness through a rigorous offering of ethnically sensitive, standards-based classes and courses.

*Critical Thinkers and Problem Solvers: Students reason to understand complex issues with the ability to form questions and construct solutions.

*Creative: Students explore multiple possibilities and use originality of thought to produce or express themselves through different modalities and discussion.

*Communicators: Students seek to understand and be understood through clear, concise writing, and collaborative, respectful, open minded articulation and discussion.

*Civic-minded and Culturally Aware: Students develop and demonstrate an awareness of their responsibility to contribute to a diverse society. They recognize and respect the differences of people from other ethnic and cultural backgrounds by celebrating diversity and individuality, including students of varying social, emotional, and physical abilities.

*Responsible and Productive: Students demonstrate a strong work ethic; complete tasks on time; utilize resources to get assistance when needed; prioritize attendance; and contribute effectively to society.

Goal 1 focuses on the implementation of and professional development for the Graduate Profile.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number and percent of students that complete a CTE pathway	In 2020-21, the number of students projected to complete				Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	a CTE pathway is 179.				
Number and percent of students earning industry recognized certifications	In 2019-20 281 students or 35% of students enrolled in CTE earned an industry certification				Increase by 10% and ensure proportionality.
Number and percent of students participating in work based learning	In 2019-20 169 students or 21% of program participants were in work based learning				Increase by 10% and ensure proportionality.
Percentage of students completing UC/CSU a-g course requirements (high school only)	<p>In 2019-20, 39.2% of graduates met the UC/CSU a-g requirements district-wide. At PHS, 45.3% of graduates met UC/CSU and at WHS, 41.9% of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the percentage of students by demographic (reported on Dataquest):</p>				Meet the statewide a-g completion rate and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically disadvantaged = 33.9%</p> <p>Not socioeconomically disadvantaged = 53.8%</p> <p>Migrant students = 53.8%</p> <p>Not migrant students = 38.9%</p> <p>Foster youth = 28.6%</p> <p>Not foster youth = 39.3%</p> <p>Homeless youth = 26.9%</p> <p>Not homeless youth = 39.6%</p> <p>The statewide total of graduates meeting UC/CSU requirements is 50.6%.</p>				
Number of Ethnic Studies courses offered at each high school that meet the Ethnic Studies graduation requirement.	In 2020-21, there are six courses currently offered at WHS and PHS that meet the ES graduation requirement.				PHS and WHS offers ten courses that meet the ES requirement. CCHS offers three courses that meet the ES requirement.
Number of students who participate in Visual and Performing Arts	In 2020-21, there are 195 students participating in elementary music,				Increase by 25% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of students in AP courses taking an AP test and who receive a passing score (3+).</p>	<p>with 168 in band and 27 in strings.</p> <p>In 2019-20, there was a total of 1162 AP enrollments, with 569 AP tests taken (49% of AP enrollments), and 329 tests (28% of tests taken) receiving a passing score.</p> <p>American Indian = 3 exams taken, passage rate = 33%</p> <p>Asian = 66 exams taken, passage rate = 48%</p> <p>Black or African American = 9 exams taken, passage rate = 55%</p> <p>Hispanic or Latino = 470 exams taken, passage rate = 58%</p> <p>Native Hawaiian = 4 exams taken, passage rate = 0%</p> <p>White = 122 exams taken, passage rate = 60%</p> <p>Low income = 403 exams taken, passage rate = 55%</p> <p>Not low income = 312 exams taken, passage rate = 59%</p>				<p>Increase by 10% and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students demonstrating college preparedness as measured by the Early Assessment Program (EAP).</p>	<p>In Spring 2019, by school, the percentage of students demonstrating college preparedness:</p> <p>Pioneer ELA: All students = 29% college ready, 34% conditionally ready, 37% not yet ready English Learner = 0% college ready, 5% conditionally ready, 95% not yet ready Special Education = 0% college ready, 20% conditionally ready, 80% not yet ready Socioeconomically disadvantaged = 18% college ready, 37% conditionally ready, 45% not yet ready</p> <p>Pioneer Math: All students = 13% college ready, 15% conditionally ready, 72% not yet ready English Learner = 100% not yet ready</p>				<p>Increase by 10% and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Special Education = 100% not yet ready Socioeconomically disadvantaged = 7% college ready, 11% conditionally ready, 82% not yet ready</p> <p>Woodland ELA: All students = 25% college ready, 30% conditionally ready, 44% not yet ready English Learner = 100% not yet ready Special Education = 3% college ready, 6% conditionally ready, 91% not yet ready Socioeconomically disadvantaged = 23% college ready, 30% conditionally ready, 48% not yet ready</p> <p>Woodland Math: All students = 10% college ready, 12% conditionally ready, 78% not yet ready English Learner = 100% not yet ready Special Education = 3% college ready, 0% conditionally ready, 97% not yet ready</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically disadvantaged = 6% college ready, 12% conditionally ready, 82% not yet ready				
Cohort graduation rate at each high school.	<p>District Graduation Rate is 91.7% Cache Creek is 85.9 % Pioneer High School is 94.7% Woodland High School is 92.5%</p> <p>For WJUSD, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 91% Migrant students = 81.4% Foster youth = 63.6% Homeless youth = 76.5%</p> <p>For CCHS, the percentage of students by demographic (reported on Dataquest):</p>				Increase by 2% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically disadvantaged = 77.4%</p> <p>Migrant students = *</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>For PHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 92.9%</p> <p>Migrant students = *</p> <p>Foster youth = *</p> <p>Homeless youth = *</p> <p>For WHS, the percentage of students by demographic (reported on Dataquest):</p> <p>Socioeconomically disadvantaged = 93.7%</p> <p>Migrant students = *</p> <p>Foster youth = *</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless youth = 87.5% *No data reported for groups containing 10 or fewer students				
Number of middle school and high school dropouts.	In 2019-20, the number of dropouts by school is as follows: DMS = 0 LMS = 1 WHS = 9 CCHS = 17 PHS = 6				Decrease the number of dropouts to 0.
Number of Pathway awards for Biliteracy (Dual Immersion schools only)	In 2020-21, there were no Pathway awards for Biliteracy given.				Pathway awards are given to 20% of elementary 6th graders in Dual Immersion programs, and to 40% of 8th graders in Dual Immersion classes
Number of State Seals of Biliteracy awarded to students (high school only)	In 2020-21 there were 150 Seals of Biliteracy awarded.				Increase by 20%
Number of students who are “Prepared” on the College/Career	For the 2019-20 school year, the percentage of				Increase by 10% for all students and all groups and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator (high school only)	<p>students “Prepared” on the CCI are: District-wide = 44.5% Asian students = 35.1% Hispanic students = 42.3% White students = 51.3% Two or More Races = 42.9% English Learners = 12.5% Socioeconomically Disadvantaged = 41% Students with Disabilities = 14.1% Homeless students = 44%</p>				
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes.	<p>In 2019-20, the number of students receiving college credit was as follows: WHS = 237 (18% of total enrolled students) PHS = 278 (18% of total enrolled students) CCHS = 6 (6% of total enrolled students)</p>				Increase by 10% and ensure proportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State target for students with IEPs who, within one year of leaving high school, (a) are enrolled in higher education and (b) are enrolled in higher education or competitively employed.	The district's rate for (a) students enrolled in higher education is 24.49%. The district's rate for (b) students enrolled in higher education or competitively employed is 65.31%. The state target for (a) is 54.3% and for (b) is 74.4%.				Meet or exceed the state target.
Number of students completing both a CTE pathway and the a-g requirements.	In 2019-20, there were 48 out of 638 seniors, or 7.5%, that completed both a CTE pathway and the a-g requirements.				15% of seniors complete both a CTE pathway and the a-g requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graduate Profile Implementation	<p>*Create a strategic plan for preK- 12 implementation of the Graduate profile including curriculum review and adoption, standards alignment and a strategic rollout of professional development to build (a) teacher capacity to create classroom environments and use instructional methodologies that intentionally cater to student practice and advancement of the Graduate Profile outcomes, and (b) leader capacity to manage the change process, create an enabling school culture, and support shifts in teacher practice.</p> <p>*Build a system of local performance assessments aligned to the benchmarked outcomes (skills and competencies) of the Graduate Profile for students to routinely demonstrate their progress on Graduated Profile outcomes.</p>	\$24,280.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Build a learning culture that values revision, reflection, student voice, choice and agency by hosting or participating in school and community- level events that highlight and celebrate these values</p>		
2	Course of Study	<p>Implement rigorous and differentiated learning models to respond to the needs of diverse learners in PreK - Adult Education and promote opportunities for reteaching, acceleration, and access to a broad course of study including (integrated CTE, integrated VAPA, MESA, online learning, Dual/concurrent enrollment, Dual immersion program expansion, ethnic studies, mariachi, and certificate of completion)</p> <p>*With the assistance of counselors, community experts, teachers and administrators offer wrap-around services to address both the academic and socio-emotional needs of different EL/DLL typologies and students with disabilities.</p> <p>*Transparent grading systems that provide bimonthly updated information regarding student achievement</p> <p>*Conduct a transcript analysis and audit to determine barriers to student access to a broad course of study</p> <p>*Provide professional development for all staff on anti-bias and culturally responsive pedagogy</p> <p>*Remove barriers, and improve equity of access to EL and SPED participation in broad course of study including Advanced placement, CTE, VAPA, Leadership & provide supports to make participation accessible</p> <p>*Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including online learning, summer programs, after school</p>	\$7,202,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>programs, PUENTE, AVID, and WJUSD Scholars, Learning centers and intern/externships</p> <p>*Increase opportunities for non-traditional coursework, delivered in a variety of formats to address student learning needs</p> <p>*Increase access to project-based learning in preK-12 coursework</p> <p>*Ensure processes and systems support Internet access and connectivity for families to provide students with opportunities for learning at home. Provide devices such as chromebooks and hotspots to support learning.</p>		
3	Family Support and Communication	<p>Provide opportunities for meaningful participation for historically underserved communities of color, including support for parent groups such as the African American Parent Advocacy Council and the American Indian Parent Advisory Committee.</p> <p>*Ensure communication is culturally responsive to provide equity and access.</p> <p>*Promote positive achievements, highlight successes, and opportunities for students to get involved.</p> <p>*Continue to develop and refine internal and external communication systems to support pre-K through Adult Education parents and families.</p> <p>*support community engagement efforts through additional staffing.</p> <p>*Establish policies and procedures around use of district communication systems and promote use of district software tools such as ParentSquare for parent communications.</p>	\$439,884.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Ensure that all district and school site outreach materials, phone calls, and email/text messages are provided in both English and Spanish. Messages are distributed widely and in multiple formats.</p> <p>*Ensure that the information on the district website and on social media is accurate, timely, and easily accessible.</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

An explanation of why the LEA has developed this goal.

This goal has been developed to address the Top 5 Stakeholder Priorities of (1) Academic Intervention and Support, (2) Social-Emotional Support, (3) English Learner Support, and (5) Special Education Support. There are aspects of each of these priorities that are addressed within the metrics and the actions of this goal. This goal is reflective of the academic, social-emotional and behavioral needs that have been identified through data analysis of multiple sources, including:

- *California School Dashboard 2019, including statewide summative test scores, chronic absenteeism, and discipline data
- *Special Education Indicators for the Special Education Plan
- *Other assessment data including Advanced Placement, ACT, and SAT
- *Local data including secondary grades and course failure rates, reclassification rates, access to advanced courses
- *Survey and focus group data

This goal moves the district towards an integrated and tiered support system, aligned within a Universal Design for Learning (UDL) framework. UDL guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. It works to minimize barriers and maximize learning for all students. (source: CAST)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of appropriately credentialed and assigned teachers.	99% of teachers are appropriately credentialed and assigned.				100% of teachers are appropriately credentialed and assigned.
Percent of students who have access to	100% of students have access to instructional materials.				100% of students have access to instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instructional materials and supplies.					
Number of school facilities maintained and in good repair	For the 2020-21 school year, the Facilities Inspection Tool reports show: Exemplary = 0 schools Good = 8 schools Fair = 9 schools Poor = 0 schools				All schools have a rating of Good on the Facilities Inspection Tool reports.
Number of programs and services that are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.	The district provides certain targeted supports for unduplicated students, including but not limited to: English Learner Specialists for English learners, Foster Youth and Homeless Liaison to support foster and homeless students, summer school programs to support low income students, and Migrant Education Services to support migrant education students.				All unduplicated students, including low income, English learner, foster youth, homeless youth, and migrant students, have access to targeted supports.
Number and percent of students that have equitable access to core, advanced	Less than 100% of students have equitable access to core, advanced				100% of students have equitable access to core, advanced programs, and least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>programs, and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.</p>	<p>programs, and least restrictive environment.</p> <p>In reviewing the data on certain courses, the district has found that white students and non-socioeconomically disadvantaged students tend to be enrolled in honors/advanced courses more often than other students.</p> <p>Some examples where enrollment percentages in certain courses is disproportionate:</p> <p>English 9 - 74% Hispanic or Latino/ 19% White/ 60% low income</p> <p>English 9 Advanced - 48% Hispanic or Latino/ 37% White/ 37% low income</p> <p>Chemistry - 67% Hispanic or Latino/</p>				<p>restrictive environment, and enrollment in core and advanced programs is proportionate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>21% White/ 57% low income</p> <p>Honors Chemistry - 46% Hispanic or Latino/ 34% White/ 32% low income</p>				
Performance level on the ELA and Math Academic Indicator	<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,</p>				Performance level of Green for ELA and Math, with no student groups in the Red or Orange.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners, Hispanic, and Socioeconomically Disadvantaged students Green: White students Blue: none</p> <p>For Math, the performance levels by student group: Red: Foster Youth Orange: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities Yellow: African American and Homeless students Green: White students Blue: none</p> <p>For both ELA and Math, the student groups of American Indian, Filipino, and Pacific Islander are too few in number to receive a performance color.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Performance level on the English Learner Progress Indicator</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%</p>				<p>Performance level of Medium.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELs who maintained levels 1 - 3H: 33.8%</p> <p>ELs who decreased at least one level: 21.2%</p>				
<p>Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for ELA was 43.03%, which was an increase of 2.88%. On the Dashboard, the performance level is Yellow. Students are tested on SBAC in grades 3 - 8 and 11.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 51.1%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows: English Learners 6.68%</p>				<p>Increase by 10% for all students and all student groups and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American students 30.67%</p> <p>Homeless youth 25.38%</p> <p>Foster youth</p> <p>R-FEP(reclassified) students 53.55%</p> <p>Migrant students 30.7%</p> <p>Students with disabilities 9.9%</p> <p>*due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>				
<p>Percent of students in both the Meets and Exceeds Standards level on SBAC Math.</p>	<p>The percentage of students at the Meets and Exceeds Standards level in Spring 2019 SBAC testing for Math was 27.89%, which was a decrease of .64%. On the Dashboard, the 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</p>				<p>Increase by 10% for all students and all student groups and ensure proportionality.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standards level for Math was 39.73%.</p> <p>2018-19 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:</p> <p>English Learners 3.85%</p> <p>African American students 13.3%</p> <p>Homeless youth 17.39%</p> <p>Foster youth R-FEP(reclassified) students 31.1%</p> <p>Migrant students 22.6%</p> <p>Students with disabilities 6.88%</p> <p>*due to the COVID-19 pandemic, there is no data for SBAC in 2020.</p>				
Performance level on district common assessments in English Language Arts and Math	Elementary students in grades K - 6 take the iReady diagnostic assessment. For the Spring test administration, the results below:				All students take the district common assessment for ELA/Reading and for Math. The percentage of students at grade level and/or the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Reading: 4563 tested/5445 students Mid/Above Grade Level = 24% Early On Grade Level = 18% 1 Grade Level Below = 33% 2 Grade Levels Below = 12% 3 or More Grade Levels Below = 12%</p> <p>Math: 4531 tested/5445 students Mid/Above Grade Level = 19% Early On Grade Level = 16% 1 Grade Level Below = 42% 2 Grade Levels Below = 13% 3 or More Grade Levels Below = 11%</p> <p>Secondary students take the Mathematics Diagnostic Testing Project math assessment. For the Spring test administration, the results below:</p>				<p>average score improves by at least 20%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math 7 Readiness: 463 tested average score = 37%</p> <p>Math 8 Readiness = 623 tested average score = 48%</p> <p>Math I Readiness = 332 tested average score = 39%</p> <p>Math II Readiness = 257 tested average score = 32%</p> <p>Secondary students take the StudySync assessment for English Language Arts. At the time of this draft, the StudySync assessment data was not available.</p>				
<p>Number and percent of students who 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.</p>				<p>The percent of students chronically absent is less than 10% for all students and all student groups. For student groups below 10%, decrease by 1%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Rates for each student group are as follows:</p> <p>African American - 21.9% (96 students total)</p> <p>Homeless - 27.1% (46 students total)</p> <p>Foster Youth - 22.3% (25 students total)</p> <p>Students with Disabilities - 18% (187 students total)</p> <p>Two or More Races - 11.3% (177 students total)</p> <p>Socioeconomically Disadvantaged - 15.1% (685 students total)</p> <p>American Indian - 17.5% (40 students total)</p> <p>White - 12.8% (182 students total)</p> <p>Hispanic - 12.7% (605 students total)</p> <p>English Learners - 11.1% (224 students total)</p> <p>Asian - 7.8% (28 students total)</p> <p>Filipino - 2.5% (40 students total)</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate for all schools.	For the month ending 2/26/21, the percentage of attendance for each school is as follows: Beamer 95.76%, Dingle 92.84%, Freeman 93.95%, Gibson 93.16%, Maxwell 92.08%, Plainfield 96.17%, Spring Lake 96.77%, Tafoya 95.4%, Whitehead 89.1%, Prairie 92.57%, Zamora 95.03%, Douglass 97.2%, Lee 96.04%, Pioneer 98.37%, Woodland 94.13%, Cache Creek 96.03%				95% attendance rate for all schools.
Percent of students who perceive the school as safe or very safe (sense of safety)	On the California Healthy Kids Survey given in April 2021, the following are the percent of students by grade level who perceive the school as safe or very safe: 5th grade - 87% 7th grade - 78% 9th grade - 71% 11th grade - 61% CCHS and CDS - 71%				90% of students perceive the school as safe or very safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students reporting Agree or Strongly Agree for School Connectedness (high level of student connectedness)	On the California Healthy Kids Survey given in April 2021, the following are the percent of students by grade level who report a high level of school connectedness: 5th grade - 77% 7th grade - 66% 9th grade - 62% 11th grade - 58% CCHS and CDS - 66%				90% of students report a high level of student connectedness
Number of expulsions.	In 2019-20, there were 0 expulsions. *As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period				0 expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of time that schools were physically open during the 2019–20 academic year.				
Suspension rate, reported by student group.	<p>In 2019-20, the suspension rate district-wide was 4.2%. By student group, the suspension rate is as follows: African American 9.9%, American Indian 6.7%, Asian 1.3%, Filipino 1.5%, Hispanic 4.4%, Pacific Islander 5.6%, White 4.1%, Two or More Races 3.9%, English Learners 3.4%, Foster Youth 6.9%, Homeless Youth 7.3%, Migrant Education 4.6%, Socioeconomically Disadvantaged 4.8%, Students with Disabilities 6.8%</p> <p>*As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–</p>				Decrease the suspension rate by 2%. For groups below 2%, decrease by .5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.				
Parent/family participation in programs for students with special needs.	The Special Education Parent Advisory Committee meets monthly, with an average of 5 parents in attendance.				Increase by 10% the number of parents who attend the SEPAC meetings.
Number of schools implementing three lessons focused on Social-Emotional Learning per month.	All schools have time for Social-Emotional Learning on the daily/weekly schedule.				All schools provide three lessons focused on SEL per month.
Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor.	In February 2021, counselors at seven elementary schools (Beamer, Dingle, Gibson, Maxwell, Plainfield, Tafoya, Whitehead) offered small group counseling on topics such as self-				Counselors at all schools offer small group counseling supporting students' SEL needs. At elementary schools, there are at least four 6-8 week cycles per counselor. At secondary schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	regulation, family challenges, and social skills/friendship.				there are at least two 6-8 week cycles per counselor.
Percent of parents who Agree or Strongly Agree that a. the school promotes academic success for all students, b. the school provides opportunities for meaningful student participation, and c. the school allows input and welcomes parents' contributions.	<p>On the California School Parent Survey given in April 2021, the following are the percent of parents who agree or strongly agree that...</p> <p>a. the school promotes academic success for all students *All - 37% *Elementary school parents - 47% *Middle school parents - 27% *High school parents - 18% *CCHS/CDS parents - 70%</p> <p>b. the school provides opportunities for meaningful student participation *All parents - 32% *Elementary school parents - 40% *Middle school parents - 21% *High school parents - 17%</p>				<p>50% of parents agree or strongly agree that...</p> <p>a. the school promotes academic success for all students b. the school provides opportunities for meaningful student participation c. the school allows input and welcomes parents' contributions</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*CCHS/CDS parents - 50%</p> <p>c. the school allows input and welcomes parents' contributions</p> <p>*All parents - 26%</p> <p>*Elementary school parents - 33%</p> <p>*Middle school parents - 27%</p> <p>*High school parents - 10%</p> <p>*CCHS/CDS parents - 30%</p>				
Percent of classrooms that are using state adopted academic content and performance standards for all subject areas	Less than 100% of classrooms are using state adopted academic content and performance standards for all subject areas				100% of classrooms are using state adopted academic content and performance standards for all subject areas
Number of opportunities for parent learning provided by Community and Family Engagement and developed to address the needs of unduplicated students.	<p>In 2020-21, Community and Family Engagement staff hosted the following workshops (number of participants):</p> <p>*ParentSquare (135)</p> <p>*Canvas (41)</p> <p>*Using Technology for Distance Learning (40)</p>				Offer 10 workshops throughout the year in English and Spanish for families that support the following: parent knowledge around student achievement, parent advocacy, student access to college and career/graduate profile, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*Series of six classes for newcomers (Project Inspire) (32)</p> <p>*Thirteen classes focusing on parent support in distance learning (Project Inspire) (224)</p> <p>*Thirteen classes focusing on developing parents as advocates for their child's education (Project Inspire) (not available)</p>				<p>technology use. Increase the number of participants by 10%.</p>
<p>Number and percent of parents and guardians that are registered for ParentSquare and the Aeries Parent Portal.</p>	<p>In March 2021, the following are the percent of families with Aeries Parent Portal accounts/percentage of contactable families in ParentSquare/number of families with Parentsquare registered accounts:</p> <p>Beamer 96%/98%/416</p> <p>Dingle 93%/91%/236</p> <p>Freeman 71%/98%/270</p> <p>Gibson 98%/97%/395</p> <p>Maxwell 91%/91%/285</p>				<p>100% of families have an Aeries Parent Portal account and 100% of families are contactable in ParentSquare</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Plainfield 95%/99%/253 Prairie 66%/95%/523 Spring Lake 100%/100%/270 Tafoya 92%/96%/700 Whitehead 77%/90%/233 Zamora 99%/98%/289 K-8 42%/94%/26 Douglass 99%/98%/739 Lee 99%/97%/510 Woodland High 96%/96%/769 Pioneer High 96%/97%/1,174 Cache Creek High 95%/95%/117				
State target for the average amount of time students receive their special education or related services in settings apart from their peers in general education settings.	The district's rate is 4.25%. (the state target is <3.8%)				Meet or exceed the state target.
95% Participation rate for California Assessment of Student Performance and Progress (CAASPP) ELA and	In 2019, the participation rate for all groups is as follows: ELA Participation All students = 98%				95% participation rate for all students and all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math, for all student groups.	EL = 99% Foster = 95% Homeless = 98% SED = 98% SWD = 95% Af American = 95% Am Indian = 97% Asian = 99% Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 98% Two/More Races = 99% Math Participation All students = 98% EL = 99% Foster = 93% Homeless = 99% SED = 98% SWD = 94% Af American = 95% Am Indian = 94% Asian = 100% Filipino = 100% Hispanic = 99% Native Hwn = 100% White = 98% Two/More Races = 99%				
State target for the percent of students with IEPs receiving	The district's rate is 32.63%. (the state target is 35.9%)				Meet or exceed the state target.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services in the regular early childhood program					
State target for the percent of preschool students with IEPs attending a separate class, school, or facility	The district's rate is 52.54%. (the state target is <31.4%)				Meet or exceed the state target.
Number of targeted professional learning opportunities offered to certificated staff to support student learning goals.	<p>In 2020-21, the district was able to provide 5 days of professional development paid at the per diem rate to all certificated staff. These workshops were developed collaboratively with district teachers and staff. The topics covered were:</p> <ul style="list-style-type: none"> *Canvas (2 modules) *Engagement and Assessment *Equity and Access *Health and Safety *Parent and Family Supports *Social and Emotional Learning *Technology Tools <p>During the school year, the district offered the following</p>				100% of certificated staff participate in professional learning opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>voluntary/paid professional learning opportunities. Included are the number of staff attending:</p> <ul style="list-style-type: none"> iReady (38) ParentSquare (97) Ethnic Studies (35) Differentiation (25) Building Emotional Engagement (90) Student Collaboration and Group Work (118) Wonders K-3 (33) Nearpod (74) <p>The Special Education department offered 22 different trainings/workshops on topics such as Assessment Protocol Training and Setting the Stage in a Virtual Setting.</p> <p>The district also provided PD on Wednesday afternoons that were attended by all certificated staff, on topics such as Social-Emotional Learning and Health and</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Safety. On two of the Wednesdays, district teachers were provided with a menu of training options created by staff and the distance learning lead teachers, on topics such as Canvas, Nearpod, ParentSquare, and Seesaw.</p> <p>Certificated substitutes were given access to the professional development modules provided to all staff in August.</p>				
<p>Number of targeted professional learning opportunities offered to classified staff to support student learning goals.</p>	<p>100% of classified staff attended the Opening Keynote and the Health Safety training offered in August.</p> <p>100% of classified staff attended the District Health and Safety training offered in March.</p>				<p>100% of classified staff participate in professional learning opportunities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Classified staff in non-instructional positions received ongoing training in 2020-21 specifically to address health and safety protocols and procedures during the COVID-19 pandemic.</p> <p>Paraprofessionals were provided with a "Welcome Back to School" workshop, which 22 paras attended. Throughout the school year, classified staff have been included in workshops offered, including special events such as webinars with Dr. Victor Rios.</p> <p>Classified staff participated in some of the August PD modules specific to their job classification.</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Program, Materials, and Facilities	<p>Implement base instructional program for PreK - Adult Education to include:</p> <ul style="list-style-type: none"> *appropriately credentialed and assigned teachers *employment and retention of diverse staff that reflects the demographics of the community *sufficient adopted material for all courses, including replacement and supplemental curriculum for Special Education students; social and emotional learning curriculum, and primary language curriculum for Spanish speaking newcomers *safe, clean, and orderly facilities *technology to access instruction 	\$10,285,372.00	No
2	Professional Development	<p>Continue to develop and refine a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:</p> <ul style="list-style-type: none"> *providing professional development and follow up for teachers and staff on Universal Design for Learning, the graduate profile, and ensuring equity and access for English Learners, students in Special Education, and historically underserved students of color *implementing a district-wide instructional focus, with a special emphasis on early literacy in kindergarten through third grade *PLCs, lesson study, coaching, observation, and feedback *strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice 	\$2,290,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*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</p> <p>*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.</p> <p>*provide professional learning opportunities for classified staff who work in instructional settings to support student learning</p>		
3	Data Analysis and Review	<p>Establish a district-wide system of data analysis and review to ensure that student academic and social-emotional needs are addressed in a supportive manner that promotes the success of each student.</p> <p>*Create a Data Dashboard that provides real time access to academic, behavioral, and social and emotional wellbeing data for school site teachers and leaders.</p> <p>*Create a calendar for data review to guide the ongoing and regular analysis of student learning with formative data through PLCs, alignment of assessments with district-established assessment criteria, college and career readiness indicators, and ELA/ELD readiness.</p> <p>*Principals will hold quarterly meetings to review data with site staff, engage in the district-adopted data analysis protocol, and plan next steps for instruction.</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>	\$3,281,319.00	No

Action #	Title	Description	Total Funds	Contributing
4	Student Academic and Social Emotional Needs	<p>Increase positive school culture and climate as measured through family, student, and staff surveys, establish tiered structures to identify and support student needs, and provide systems of support through restorative practices and trauma awareness.</p> <p>*Create site-based and regional teams including Multi Tiered Systems of Support (MTSS) teams that are representative of student populations including special education staff, English Learner staff, and general education.</p> <p>*Identify and allocate academic, social/emotional supports and interventions for students based on data dashboard and inclusive of special education, English Learners, and historically marginalized students of color.</p> <p>*Provide professional learning on the impact of trauma on student learning, behavior, and social-emotional development.</p> <p>*Identify and provide tiered supports for students through the implementation of a comprehensive guidance program in alignment with American School Counselor Association (ASCA) standards/domains and related to academic development, personal social development and college/career goals</p> <p>*District-wide implementation of Tier 1 social-emotional supports by all staff inclusive of teacher, counselors, instructional classified staff, and administrators</p>	\$6,960,044.00	No
5	Attendance and Engagement	<p>Continue to implement best practices to ensure increased student attendance and decrease the number of chronically absent students. Provide training for staff to include ways to engage students in positive and strength-based approaches.</p>	\$159,751.00	No

Action #	Title	Description	Total Funds	Contributing
6	Early Literacy	<p>Support the development of literacy for all students, inclusive of English Learners, students in Special Education, and historically marginalized students of color through the following:</p> <ul style="list-style-type: none"> *Provide a balanced literacy program which supports foundational reading skills, speaking and listening, writing, and reading comprehension *Establish common writing instruction and assessment practices *Provide staffing support *Continue to develop and implement focus standards *Review textbook adoptions for alignment to standards *Implement primary language assessment 	\$2,302,715.00	No
7	Foster/Homeless Student Support	Provide support to foster youth and homeless students through staffing. Provide materials and supplies to support access to the educational program. Continue to provide referrals to and work with community agencies for additional supports.	\$225,065.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach, and standards-based instruction.

An explanation of why the LEA has developed this goal.

Goal 3 has been developed to outline the district's services, programs, and staff that support the achievement of English Learners. Special attention has been paid to the California English Learner Roadmap, which identifies the ways in which teachers, staff, and administrators support teaching and learning, as well as the systems that create the conditions for success. This goal has been written with language designed to be intentional in specific ways: accelerating academic achievement, standards-based instruction, and focusing on using an assets-oriented approach. Actions in Goal 1 focus on supporting the implementation of standards-based instruction including designated and integrated English Language Development, which are essential to the academic achievement of English learners, as well as professional development which addresses cultural proficiency and the language and social-emotional assets and needs of different English learner profiles.

The EL Roadmap is composed of four principles:

1. **Assets-Oriented and Needs-Responsive Schools:** Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners.
2. **Intellectual Quality of Instruction and Meaningful Access:** English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.
3. **System Conditions that Support Effectiveness:** Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
4. **Alignment and Articulation Within and Across Systems:** English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, language, literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

(source: California Department of Education)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate for English Learners	In 2020-21, there were 69 students reclassified, or 3%.				Increase by 2%
Performance level on the English Learner Progress Indicator	<p>The English Learner Progress Indicator for the 2019 Dashboard reports on the percentage of English Learner students who make yearly progress towards English language proficiency or maintaining the highest level.</p> <p>For 2019, 44.9% of EL students in WJUSD made progress towards English language proficiency. The number of EL students tested and included in the calculation is 1,534. The performance level is Low for this indicator.</p> <p>The levels of Student English Language</p>				Performance Level of Medium

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Acquisition are as follows:</p> <p>ELs who progressed at least one level: 41.3%</p> <p>ELs who maintained level 4: 3.5%</p> <p>ELs who maintained levels 1 - 3H: 33.8%</p> <p>ELs who decreased at least one level: 21.2%</p>				
Number of long term English Learners (middle and high school only)	<p>For 2019-20, the number and percent of long term English Learners is as follows:</p> <p>Douglass Middle = 48 (11%)</p> <p>Lee Middle = 45 (13.8%)</p> <p>Woodland High = 69 (9.9%)</p> <p>Pioneer High = 82 (10.4%)</p> <p>Cache Creek = 17 (29.8%)</p>				Decrease the number of LTEL by 3%
District rating of EL Roadmap Principles 1-4 on the self-assessment	<p>Principle 1 = 2/4</p> <p>Principle 2 = 2/4</p> <p>Principle 3 = 2/4</p> <p>Principle 4 = 2/4</p>				Improve the rating on all four principles to a 3/4.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-based Instruction	<p>Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through...</p> <p>*District wide training focused on CA integrated and designated ELD standards via the EL Rise grant for 2021-22 and 2022-23.</p> <p>*Community of practice meetings through EL Rise to increase number of teachers implementing ELD standards based instruction</p> <p>*Build capacity of coaches and EL specialists to support improvement of practice</p> <p>*Implement professional development on implications of language and learning disabilities for EL students. Year 1 professional development will include EL specialists and Special Education staff. Year 2 and 3 will include general education teachers.</p> <p>*Monitoring and Implementation of ELD standards in the classroom through development of ELD walkthrough tool, and implementing of regularly scheduled district wide walk throughs. Follow up will include using this data in the continuous improvement cycle to identify key instructional practices to meet the needs of EL's at different proficiency levels/ EL profiles.</p>	\$91,666.00	Yes
2	English Learner Profiles	<p>Staff will be provided with training to support the differentiated language and academic needs of the various English Learner profiles, including newcomers, long term English learners, and students who are proficient in both L1 and L2.</p> <p>*Professional development (PD) and coaching: EL specialist to model and collaborate with staff to implement research based instructional</p>	\$26,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>strategies for integrated ELD instruction in content areas, as well as provide PD.</p> <p>*Staff will identify students by language proficiency. EL specialist to collaborate and provide PD focused on meeting student needs by proficiency level/EL profile during content instruction. Differentiation and intervention supports to be provided by proficiency levels/EL profiles.</p> <p>*Program placement and services are informed by formative and summative academic and language development results, including primary language assessments when appropriate.</p>		
3	Systems of Support	<p>Provide targeted support for English Learners through:</p> <p>*EL Specialists, EL Teachers on Special Assignment, and clerical support</p> <p>*Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress, recommend appropriate placement, interventions, and provide support for targeted ELD instruction</p> <p>*Hiring practices that ensure qualified, bilingual staff</p> <p>*Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.</p> <p>*Additional staffing sections of ELD at secondary level to reduce class size and allow for differentiation and acceleration, and meet the needs of LTEL's</p>	\$1,986,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Summer program prioritization for EL students to continue acceleration and differentiation.</p> <p>*Preschool program- explicit and dual immersion and PD, implementation of grants including SEAL and First 5.</p> <p>*Tutors and/or paraprofessionals to provide supplemental support for newcomers at secondary schools.</p> <p>Site provided funds to implement improvement strategies.</p>		
4	Family Engagement	<p>Ensure that parents have access to communications in their primary language and are able to participate in all aspects of their child(ren)'s education.</p> <p>*Provide professional development for teachers, staff, and administrators on family engagement, welcoming environments, and cultural sensitivity.</p> <p>*Provide opportunities for parental involvement beyond District English Learner Advisory Committee (DELAC) for input on LCAP development and other district and school-wide decision-making.</p> <p>*Build capacity for parent professional learning and leadership development, especially targeting the English learner parent population.</p> <p>*Provide parent and family support through Community and Family Engagement specialists at each school site.</p>	\$477,616.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

An explanation of why the LEA has developed this goal.

Goal 4 has been developed to ensure that the district develops systems and processes that honor student voice and choice, and provide multiple opportunities for youth success. Starting in 2018, with the development of the Performance Indicator Review (PIR) plan for Special Education, the Educational Services department has focused on increasing the use of student focus groups, youth surveys, and feedback sessions, in order to solicit student input and feedback for plan development and to inform decision-making. This work has continued to grow over the last several years, and this year, all school sites have embedded the use of surveys and focus groups in their School Plan development process.

The district will use the youth development practices from the Youth Development Network to inform and support the implementation of Goal 4. These practices include:

- *Safety: Youth feel physically and emotionally safe, free from harm and judgment and they feel confident that they will be accepted for they are.
- *Relationship Building: Youth develop positive relationships with their peers. Youth develop relationships with a caring, consistent adult.
- *Youth Participation: Youth are involved in a meaningful way/roles of responsibility, and have opportunities for leadership and decision-making that impact school and district programs.
- *Community Involvement: Opportunities for youth to get to know and impact their community (and vice versa), and have a chance to give back.
- *Skill Building: Relevant, challenging and interesting skill building where youth can experience growth and progress.

(source: Youth Development Network)

The actions in this goal will focus on the development of community partnerships that support student engagement, on professional development for teachers, staff, and administrators, and on the development and implementation of the Woodland Youth Master Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of partnerships with the community and other programs that provide students with opportunities to get engaged and support the social, emotional, behavioral, and academic success of all students.	For the 2020-21 school year, the district has established partnerships with Woodland Community College, City of Woodland, United Way, the Woodland Schools Foundation, the Yolo County Health and Human Services Agency, and Yolo Farm to Fork.				Ten total partnerships are established and goals are set with each community partner to increase student engagement and leadership opportunities.
Number of schools hosting and students participating in Student Advisory Councils	In 2020-21, two schools, Douglass Middle and Pioneer High School, have students participating in Student Advisory Councils.				All schools have students participating in Student Advisory Councils.
Number of extracurricular and cocurricular programs offered, focused on student engagement and leadership opportunities.	The district currently offers the following extracurricular activities: art instruction for elementary and middle school GATE students and band instruction and performance for elementary, middle, and high school students. The district currently offers the				Every elementary school offers at least one extracurricular activity and at least two cocurricular activities. Every secondary school offers at least two extracurricular activities and at least five cocurricular activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	following cocurricular activities: sports, student government (high school), leadership (middle school), and school clubs.				
Percent of students reporting "Pretty much true" or "Very much true" to meaningful participation on the California Healthy Kids Survey (high level of meaningful participation)	On the California Healthy Kids Survey given in April 2021, the percent of students reporting a high level of meaningful participation: 5th grade - 41% 7th grade - 29% 9th grade - 20% 11th grade - 22% CCHS/CDS - 13%				50% of students report a high level of meaningful participation
Number and percent of students providing input to the School Plan for Student Achievement (SPSA) through surveys	In 2020-21, there were 3,303 students who provided input through surveys (35%).				50% of students provide input through surveys.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	548 students overall (percentages are of total student group), 5.8% SPED: 67 (5.2%); EL 115 (5.8%); Foster youth: 1(1.2%);				10% of all students and all student groups provide input through focus groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Performing academically 43; newcomers: 10; athletes: 20; RFEP: 24 (10%); leadership: 12; Asian: 14 (2.7%); African American: 6 (4.8%); White: 60 (3.3%); Migrant: 1; GATE:2; Hispanic: 143 (1.5%) ; English Only 6 (1.2%). Males: 272; Females: 272; non-binary: 4; high achieving: 5; Puente: 2; Spanish speaking: 45; Punjabi Speaking 4; Urdu speaking 4				
Number of students earning the State Seal of Civic Engagement	This recognition is still in development. In 2020-21, there are 0 students receiving the State Seal of Civic Engagement.				25 students receive the State Seal of Civic Engagement.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Partnerships	Continue to foster and develop internal and external partnerships to support the needs of all PreK-Adult Education students to include: *MOUs with community based organizations in social, emotional, behavioral, and academic areas *Increase connection with industry sector partners to support the expansion of course offerings, CTE pathways, internships and certification opportunities *Develop systems to monitor student participation to ensure proportionality	\$21,837.00	No
2	Professional Development	Provide professional development to support youth development, including building staff capacity to... *conduct student focus groups and feedback sessions and act on feedback provided by youth *understand and put into practice the youth development framework *create opportunities for embedding student voice and choice in the instructional program *understand and address the unique needs of historically underserved students of color	\$28,128.00	No
3	Development of Youth Master Plan	Provide funding and staff support for the development of the Woodland Youth Master Plan.	\$333,709.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.02%	11,691,022

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following action is provided on an LEA-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations: District-Wide Professional Development.

*After assessing the needs, conditions, and circumstances of our low-income students, we have determined that there is a significant achievement gap between those students and students who are not low income. On the statewide summative assessments given in 2019, low income students are 39% Meeting Standard in English Language Arts and 27% Meeting Standard in Math, which is 30 percentage points lower than students who are not socioeconomically disadvantaged, who are 69% Meeting Standard in ELA and 58% Meeting Standard in Math. The improvement effort that we have identified to address this academic gap is to provide district-wide professional development for all certificated staff and classified staff in instructional settings which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. The training topics have been developed with student needs at the forefront and will serve as a foundation for professional development throughout the year.

Topics include:

- Universal Design for Learning to support equitable access to core curriculum
- Social-Emotional Learning curriculum scope and sequence and the five core SEL competencies
- Equity and access with a focus on English learners and students in Special Education
- Diagnosing and addressing learning loss and accelerating learning progress

Professional development will have an emphasis on the needs of our targeted groups. By participating in the professional development, teachers will be better equipped to support all students, but especially English learners, foster youth, and low income students.

In the previous 2017-20 LCAP, the district provided professional development aligned to topics including but not limited to English Language Arts standards, Ethnic Studies, History-Social Science, assessments, and restorative practices, but these trainings were most often provided after school, after contract hours, and were therefore not attended by all certificated staff. The professional development plan in the LCAP for 2021-24 provides for time within the contract day for teachers and staff to attend training, in order to ensure that all can attend.

The following action is provided on an LEA-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations: Devices and connectivity are provided to all students.

*After assessing the needs, conditions, and circumstances of our Foster Youth, English learners, and low income students, we have determined that there is a need to provide devices and connectivity to all students. All students PreK through 12th grade receive a Chromebook, and families can request internet access through a district-provided wireless hotspot. Ensuring that all students have access to devices and connectivity is essential for learning. Data has shown that the majority of families in the district use a smartphone to access the internet, and that few families have a home computer. Student Chromebook and district-provided wireless hotspots are a key component in our efforts to close the digital divide, and to ensure that all students have access to online teaching and learning. With the onset of the COVID-19 pandemic, online learning and software tools, for both core and supplemental curriculum, have become essential components of the instructional program.

In the previous 2017-20 LCAP, the district provided Chromebook to all students, and Wi-Fi hotspots to low income students. The devices and connectivity are essential and have been shown to be effective for student access to core curriculum, and as a result, the district is expanding access to Wi-Fi hotspots in the 2021-24 LCAP, to all students who request assistance with internet access.

The following action is provided on an LEA-wide basis but is specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations: Course of Study

*After assessing the needs, conditions, and circumstances of our Foster Youth, English learners, and low income students, we have determined that actions to increase access to a broad course of study are necessary to ensure that all student groups have proportionate representation in honors and advanced courses at the secondary level. In addition to access to honors and advanced courses, access to visual and performing arts courses is limited. For the last two years, the district has audited the enrollment of courses at the middle and high school levels. In conducting the audit this year, the district found that enrollment patterns for honors and advanced courses have not improved in proportionality. For example, the percentage of students who are English Learners and in Special Education increased for Physical Science Exploration and for US History, when compared to enrollment in Chemistry and Advanced Placement US History. Also, white students are more likely to be enrolled in Symphonic Band, Wind Ensemble, Student Government, and Honors Chemistry; Asian students are more likely to be enrolled in English 9 Advanced, AP English Language, and Honors Chemistry.

Other data show an achievement gap between unduplicated students, and all students. In reviewing the data on students who are meeting the criteria for "Prepared" on the College/Career Indicator, the district has an achievement gap when comparing English Learners (12.5%) with all students (44.5%), and between socioeconomically disadvantaged students (41%) with all students (44.5%). For graduates meeting

a-g UC/CSU requirements, there is a gap between English Learners (10.7%), Foster Youth (28.6%), and socioeconomically disadvantaged students (33.9%) with all students (39.2%).

In the previous 2017-20 LCAP, the district had an action which addressed the broad course of study, but there are several new features of the action in the 2021-24 LCAP, which are designed to ensure the district and its school make more progress towards equity and access for all students. The new features include: implementing a transcript and master schedule focused on equity and access, implementing a middle school ethnic studies course, providing funding to support district students attending courses at Woodland Community College, and additional opportunities for credit recovery at the secondary level.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the services provided to all students listed above, the district also provides additional supports which increase the services provided to our unduplicated students.

*After assessing the needs, conditions, and circumstances of our English Learner students, we have determined that there is a significant achievement gap between English Learners and all students. According to the California School Dashboard for 2019, English Learners scored an average of 108.6 points below standard, compared to all students, which were 21.7 points below standard in English Language Arts. In Math, English Learners scored 127.4 points below standard, while all students scored 57.1 points below standard. We also observe that on the English Learner Progress Indicator (ELPI), 44.9% of English Learners are making progress towards English language proficiency, a performance level of Low. Digging further into the data, we see that there are 21.2% of English Learners who decreased at least one ELPI level, which means that these students are moving in the opposite direction. These data indicate that there is a need for specialized support and attention for this group of students, so we provide all of the actions in Goal 3 specifically to support the academic achievement and English proficiency of English Learners. Actions within this goal include (1) Standards-based instruction, in which we provide training for teachers and staff on integrated and designated English Language Development, and on language and learning disabilities for EL students; (2) English Learner Profiles, in which we provide training to support the language and academic needs of the various English Learner profiles, and in support for teachers from the English Learner Specialist on grouping and meeting student needs by proficiency level; and (3) Systems of Support, in which we provide English Learner Specialists, English Learner Teacher on Special Assignment, paraprofessionals and/or tutors for newcomer support, and additional sections at the secondary level for class size reduction in English Language Development classes. Services and supports for English Learners are outlined in the English Learner 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>

*After assessing the needs, conditions, and circumstances of our Foster Youth, we have determined that there is a significant gap in Cohort Graduation Rate and in chronic absenteeism, between Foster Youth and all students. According to CDE's Dataquest, the cohort graduation rate for all students in the district in the 2019-20 school year was 91.8%, while the cohort graduation rate for Foster Youth was 63.6%, which is the lowest rate of all of the program subgroups (English Learners - 76.4%, Homeless Youth - 76.5%, Migrant Education - 81.3%, Students with Disabilities - 76.1%, and Socioeconomically Disadvantaged - 91%). In terms of chronic absenteeism, the California School Dashboard

for 2019 shows that Foster Youth had a chronic absenteeism rate of 22.3%, which is at the Orange performance level. While the All Student group is also at the Orange performance level, the rate is 12.5%, which is almost a 10% difference between Foster Youth and All Students. In Action 7 of Goal 2, we provide staffing support through a Foster/Homeless Program Manager, who provides case management for Foster Youth. The Program Manager provides material resources for students as needed, assists with the coordination of services, and serves as a liaison between the family/guardian and the school. As needed, the Program Manager works with stakeholders to connect families with agencies, and provide referrals to community resources.

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increased or improved percentage of 14.02%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$11,690,016.00	\$9,224,195.00		\$15,223,357.00	\$36,137,568.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$18,217,286.00	\$17,920,282.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Graduate Profile Implementation	\$24,280.00				\$24,280.00
1	2	English Learners Foster Youth Low Income	Course of Study	\$754,334.00	\$2,001,064.00		\$4,447,155.00	\$7,202,553.00
1	3	All	Family Support and Communication	\$439,884.00				\$439,884.00
2	1	All Students with Disabilities	Base Program, Materials, and Facilities	\$2,501,770.00	\$936,500.00		\$6,847,102.00	\$10,285,372.00
2	2	English Learners Foster Youth Low Income	Professional Development	\$185,624.00	\$1,909,000.00		\$196,000.00	\$2,290,624.00
2	3	All	Data Analysis and Review	\$1,666,265.00	\$30,000.00		\$1,585,054.00	\$3,281,319.00
2	4	All	Student Academic and Social Emotional Needs	\$2,970,198.00	\$3,004,601.00		\$985,245.00	\$6,960,044.00
2	5	All	Attendance and Engagement	\$159,751.00				\$159,751.00
2	6	All	Early Literacy	\$373,715.00	\$1,125,000.00		\$804,000.00	\$2,302,715.00
2	7	Foster Youth	Foster/Homeless Student Support	\$13,568.00	\$104,000.00		\$107,497.00	\$225,065.00
3	1	English Learners	Standards-based Instruction	\$71,666.00			\$20,000.00	\$91,666.00
3	2	English Learners	English Learner Profiles	\$26,346.00				\$26,346.00
3	3	English Learners	Systems of Support	\$1,691,325.00	\$114,030.00		\$181,304.00	\$1,986,659.00
3	4	All	Family Engagement	\$427,616.00			\$50,000.00	\$477,616.00
4	1	All	Community Partnerships	\$21,837.00				\$21,837.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	All	Professional Development	\$28,128.00				\$28,128.00
4	3	All	Development of Youth Master Plan	\$333,709.00				\$333,709.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,742,863.00	\$11,822,913.00
LEA-wide Total:	\$939,958.00	\$9,493,177.00
Limited Total:	\$1,802,905.00	\$2,329,736.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Course of Study	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$754,334.00	\$7,202,553.00
2	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,624.00	\$2,290,624.00
2	7	Foster/Homeless Student Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$13,568.00	\$225,065.00
3	1	Standards-based Instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$71,666.00	\$91,666.00
3	2	English Learner Profiles	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$26,346.00	\$26,346.00
3	3	Systems of Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,691,325.00	\$1,986,659.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.