



# DRAFT 6.4.26

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodland Joint Unified School District

CDS Code: 57-72710-0000000

School Year: 2026-27

LEA contact information:

Elodia Ortega-Lampkin

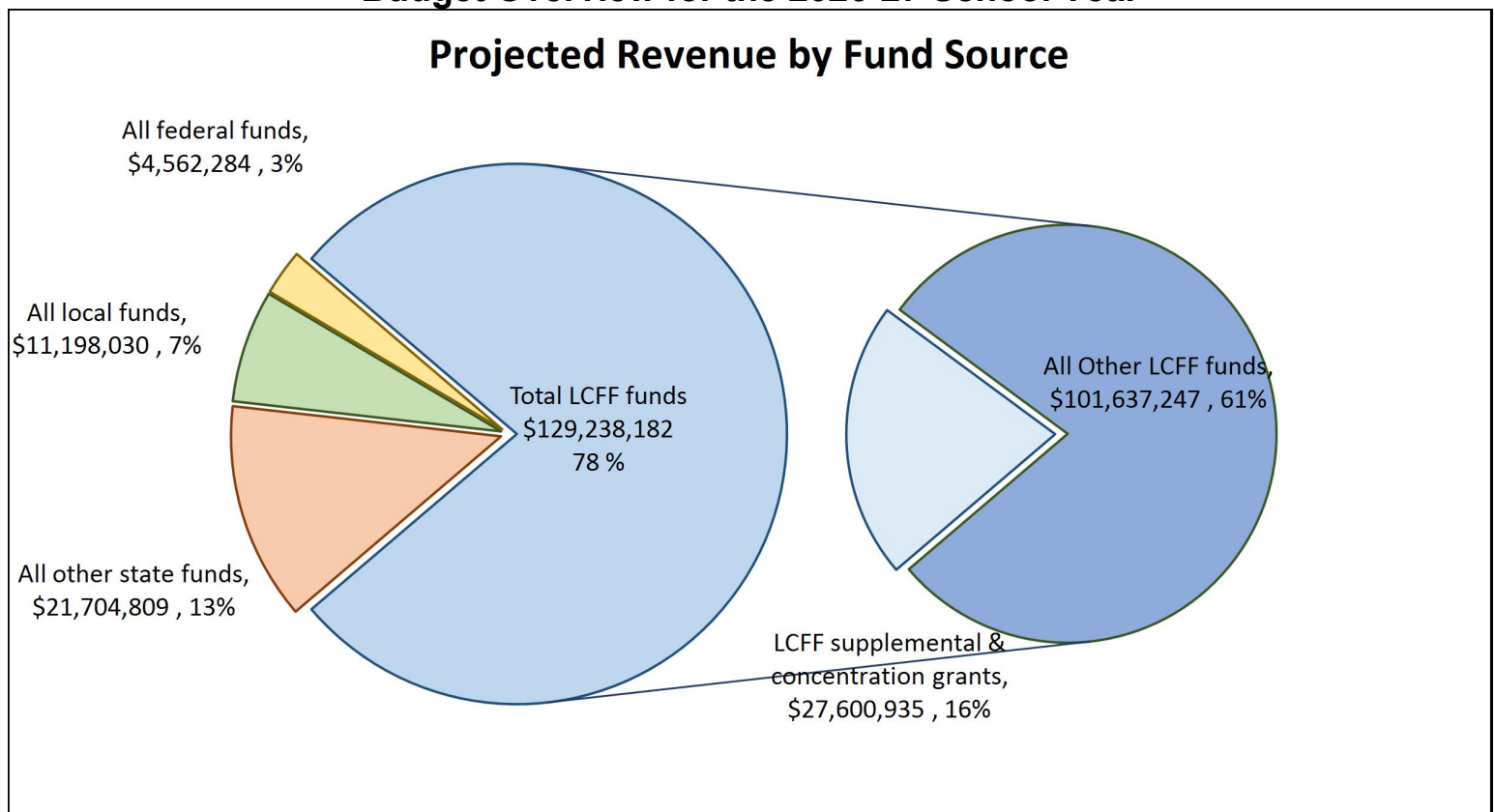
Superintendent

elodia.lampkin@wjusd.org

530-406-3202

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2026-27 School Year

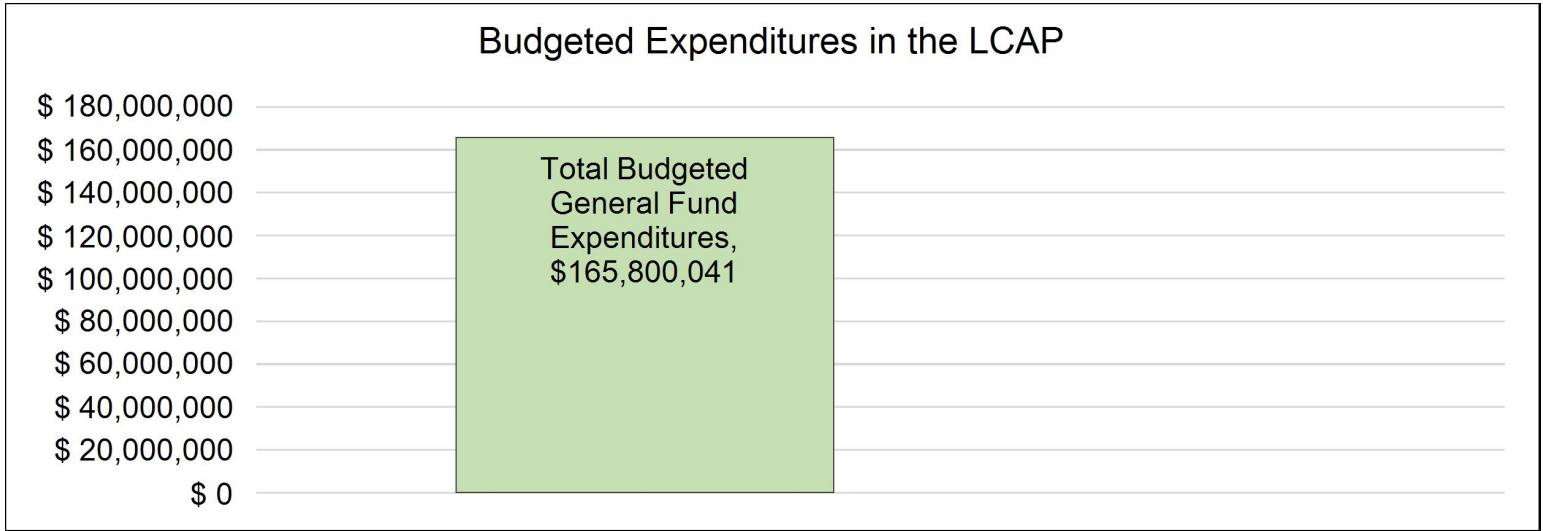


This chart shows the total general purpose revenue Woodland Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodland Joint Unified School District is \$166,703,305, of which \$129,238,182 is Local Control Funding Formula (LCFF), \$21,704,809 is other state funds, \$11,198,030 is local funds, and \$4,562,284 is federal funds. Of the \$129,238,182 in LCFF Funds, \$27,600,935 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Woodland Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

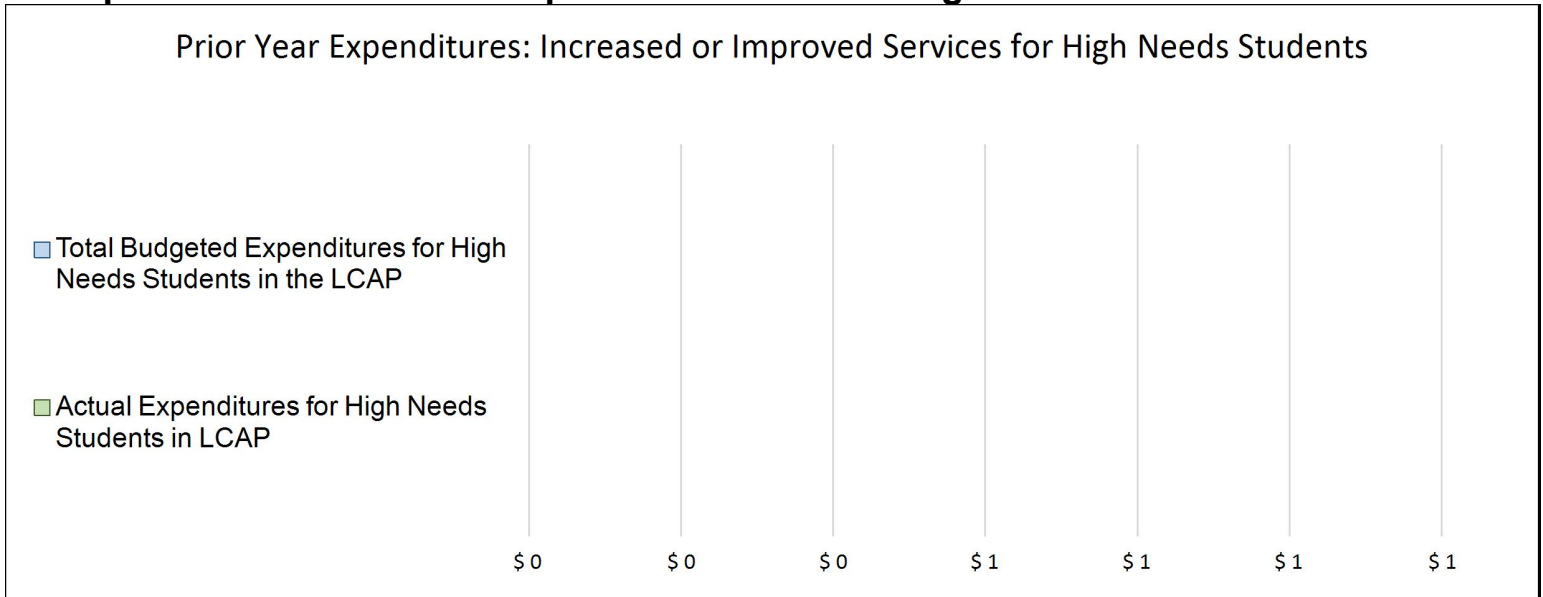
The text description of the above chart is as follows: Woodland Joint Unified School District plans to spend \$165,800,041 for the 2026-27 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$165,800,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Woodland Joint Unified School District is projecting it will receive \$27,600,935 based on the enrollment of foster youth, English learner, and low-income students. Woodland Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodland Joint Unified School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Woodland Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Woodland Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Woodland Joint Unified School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Woodland Joint Unified School District actually spent \$ for actions to increase or improve services for high needs students in 2025-26.



# DRAFT 6.4.26

## Local Control and 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
Woodland Joint Unified School District	Elodia Ortega-Lampkin Superintendent	elodia.lampkin@wjusd.org 530-406-3202

## Plan Summary [2026-27]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Woodland Joint Unified School District (WJUSD) serves students (9,126) 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 independent study options including FLEX in person and FLEX virtual. 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.

The district has one school receiving Equity Multiplier funds, which is Cache Creek High School.

- African American 128 (1.4%)
- American Indian 34 (0.4%)
- Asian 652 (7.1%)
- Filipino 51 (0.6%)
- Hispanic/Latino 6,233 (68.3%)
- Pacific Islander 67 (0.7%)
- White 1,467 (16.1%)
- Two or More Races 334 (3.7%)

Socioeconomically Disadvantaged 6,798 (74.5%)  
English Learners 1,870 (20.5%)  
Students with Disabilities 1,627 (17.8%)  
Foster Youth 45 (0.5%)  
Homeless 118 (1.3%)  
Migrant 296 (3.2%)  
Unduplicated Students 6,877 (75.4%)

Total Enrollment = 9,126

WJUSD has Learning Recovery Emergency Block Grant funds. These funds are allocated in Goal 2, Action 4, to support the behavioral and social-emotional needs of students. The district has reviewed behavioral data from this school year, including suspension and expulsion records, in addition to data from the California Healthy Kids Survey to identify these areas of need.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### 2023 Reflections:

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 2023, the successes noted include:  
\*Academic Indicator for Math: while all students maintained their level, there were increases at several student groups, including Filipino, White, Asian, African American, Two or More Races, Foster Youth, and Students with Disabilities.

\*Chronic absenteeism district-wide declined by 8.1%, with 28.1% chronically absent. All student groups except Homeless students and Asian students saw declines in the chronic absenteeism rate.

\*Graduation rate maintained at 90%, with an increase in the graduation rate for students with disabilities.

WJUSD plans to build on these successes through (1) providing training for teachers and administrators on the newly adopted California Math Framework, in preparation for a math adoption, (2) continuing to increase access to dual enrollment and Career Technical Education pathways to support readiness for college and career; and (3) continuing to implement wellness teams with a focus on evidence-based practices to support attendance and engagement which impact chronic absenteeism, but expanding the wellness teams to include academic supports.

Local data reviewed for the 2023-24 school year has included common assessment data for English Language Arts and Math, parent, student, and teacher surveys, along with social and emotional learning universal screening data. School site teams are reviewing this data as they engage in the data analysis review cycle within their professional learning communities and as a part of the School Plan for Student Achievement development process. At the district level, reading and math growth is measured using iReady diagnostic assessment data. In reading, there are significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (40%) compared to the Fall diagnostic results (22%). In math, there are also significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (32%) compared to the Fall diagnostic results

(11%). This data indicates that students are improving in their reading and math achievement. An additional source of data that the district and schools have used this year is the social and emotional learning screening. This is the third year of using this screening, and a success is that the screening data is reviewed regularly and that school site staff have identified students in need of support through the use of the screening data.

WJUSD plans to build on these successes through (1) continuing to implement professional learning communities at every school site; and (2) expanding wellness teams to include a focus on academic, as well as behavioral and social/emotional interventions.

Another key aspect of the district's data review was the Systemic Equity Review, which took place during the 2022-23 and the 2023-24 school years, with Ed Trust West staff serving as facilitators. The Needs Assessment phase of the process consisted of a comprehensive data review, which involved input and feedback from educational partners around the district, through surveys, focus groups, and listening sessions. There were nine focus areas for the SER:

1. Course Access and Success
2. Curriculum and Instruction
3. Student Support Services
4. School Climate and Culture
5. College and Career Readiness
6. Staff Diversity
7. Family and Community Engagement
8. Professional Development
9. Resource Equity

These nine focus areas informed the Key Findings and Recommendations, which were used as a catalyst for the SER Working Group, a team of educational partners that met eight times throughout the 2023-24 school year to develop the Blueprint for Equity Action Plan.

The WJUSD Board of Trustees, in June 2023, identified the board's priorities. The top five priorities are listed below:

1. Early Literacy
2. Social Emotional Supports
3. Foster/Homeless Supports
4. Family Engagement
5. Youth Development
6. On the 2023 California School Dashboard, the following are the schools that received the lowest performance level on any indicator:

Dingle Elementary: Academic Indicator (ELA)

Gibson: English Learner Progress Indicator

Whitehead Elementary: Academic Indicator (ELA and Math)

Lee Middle: Suspension, English Learner Progress Indicator

Pioneer High: English Learner Progress Indicator

Woodland High: Academic Indicator (ELA and Math), English Learner Progress Indicator

Cache Creek High: College/Career Indicator

At the district level, the following student groups received the lowest performance level on state indicators:

English Learners: Graduation Rate, Academic Indicator (ELA and Math), College/Career

Foster Youth: Suspension Rate, Academic Indicator (ELA)  
Homeless students: Chronic Absenteeism, Suspension Rate, Academic Indicator (ELA and Math)  
Students with Disabilities: Suspension Rate, College/Career  
African American students: Suspension Rate  
Asian students: Chronic Absenteeism

By school, student groups that received the lowest performance level on state indicators:

#### Dingle Elementary

- \*English Learners: Academic Indicator (ELA)
- \*Socioeconomically Disadvantaged: Academic Indicator (ELA and Math)
- \*Students with Disabilities: Chronic Absenteeism
- \*Hispanic/Latino students: Academic Indicator (ELA and Math)
- \*White students: Suspension Rate

#### Freeman Elementary

- \*Students with Disabilities: Academic Indicator (ELA and Math)
- \*White students: Suspension Rate

#### Gibson Elementary

- \*English Learners: English Learner Progress Indicator, Chronic Absenteeism, Academic Indicator (ELA and Math)
- \*Hispanic/Latino students: Academic Indicator (ELA)

#### Maxwell Elementary

- \*English Learners: Academic Indicator (Math)
- \*Students with Disabilities: Academic Indicator (ELA and Math)
- \*Hispanic/Latino students: Academic Indicator (Math)
- \*White students: Chronic Absenteeism

#### Tafoya Elementary

- \*English Learners: Academic Indicator (Math)
- \*Students with Disabilities: Suspension Rate, Academic Indicator (ELA and Math)
- \*Asian students: Chronic Absenteeism
- \*Hispanic/Latino students: Academic Indicator (Math)

#### Whitehead Elementary

- \*English Learners: Academic Indicator (ELA and Math)
- \*Socioeconomically Disadvantaged: Suspension Rate, Academic Indicator (ELA and Math)
- \*Hispanic/Latino students: Suspension Rate, Academic Indicator (ELA and Math)

Prairie Elementary

- \*English Learners: Academic Indicator (ELA and Math)
- \*Students with Disabilities: Suspension Rate
- \*Hispanic/Latino students: Academic Indicator (ELA)
- \*White students: Suspension Rate

Zamora Elementary

- \*Students with Disabilities: Chronic Absenteeism
- \*Hispanic/Latino students: Chronic Absenteeism

Douglass Middle

- \*English Learners: Suspension Rate
- \*Socioeconomically Disadvantaged: Suspension Rate
- \*Students with Disabilities: Suspension Rate
- \*Hispanic/Latino students: Suspension Rate

Lee Middle

- \*English Learners: English Learner Progress Indicator, Chronic Absenteeism, Suspension Rate, Academic Indicator (ELA)
- \*Students with Disabilities: Chronic Absenteeism
- \*White students: Suspension Rate

Pioneer High

- \*English Learners: English Learner Progress Indicator, Suspension Rate, College/Career
- \*Socioeconomically Disadvantaged: Suspension Rate
- \*Students with Disabilities: College/Career
- \*Hispanic/Latino students: Suspension Rate
- \*White students: Suspension Rate

Woodland High

- \*English Learners: English Learner Progress Indicator, College/Career
- \*Socioeconomically Disadvantaged: Suspension Rate, Academic Indicator (ELA and Math)
- \*Students with Disabilities: Suspension Rate
- \*Hispanic/Latino students: Academic Indicator (ELA and Math)
- \*White students: Academic Indicator (ELA and Math)
- \*Two or More Races: Suspension Rate

Cache Creek High

- \*English Learners: College/Career
- \*Socioeconomically Disadvantaged: College/Career
- \*Students with Disabilities: College/Career

\*Hispanic/Latino students: College/Career

\*White students: College/Career

## Reflections: Annual Performance 2025

The Woodland Joint Unified School District reviews the California School Dashboard annually, along with multiple local data sources, to evaluate student progress, identify areas of need, and inform continuous improvement efforts. Data reviewed included Dashboard indicators, local assessment results, iReady diagnostic data, attendance and behavior data, California Healthy Kids Survey results, and feedback from students, staff, families, and educational partners.

The 2025 California School Dashboard demonstrates areas of continued progress as well as areas requiring focused improvement. Districtwide successes include:

- \* Graduation Rate remained in the Green performance level.

- \* College and Career readiness remained in the Green performance level, reflecting continued expansion of dual enrollment, Career Technical Education pathways, and college and career access opportunities.

- \* Science performance increased and moved into the Green performance level.

- \* The district maintained Standard Met performance levels on all local indicators, including Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study, and Implementation of Academic Standards.

The district also reviewed areas requiring continued attention. The 2025 Dashboard identified Orange performance levels in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. Chronic absenteeism increased to 24.8%, and suspension rates increased to 6.4%, indicating the continued need for coordinated systems of support focused on student connectedness, engagement, attendance, and school climate. Academic indicators in English Language Arts and Mathematics remained in the Orange performance level, with student groups including English Learners, Long-Term English Learners, Students with Disabilities, Hispanic/Latino students, and Socioeconomically Disadvantaged students continuing to experience achievement gaps.

In response to these outcomes, WJUSD is strengthening its focus on high-quality Tier 1 instruction, collaborative professional learning communities (PLCs), early literacy implementation, and student engagement systems. School site teams participated in structured data review cycles with Yolo County Office of Education support to analyze Dashboard and local data, identify root causes, and develop targeted instructional responses. Through this support, PLCs are being strengthened districtwide to support collaborative inquiry, analysis of common formative assessments, instructional planning, and implementation of evidence-based instructional practices aligned to district priorities.

The district's Early Literacy initiative continues to serve as a central focus area and aligns directly with the Board of Trustees' priorities related to literacy, mathematics, and student achievement. In response to local assessment data identifying foundational literacy gaps, particularly among unduplicated pupils and students with disabilities, WJUSD expanded literacy supports through literacy paraprofessionals, instructional coaching, literacy instructional rounds, targeted interventions, and increased access to culturally responsive reading materials. The district also continued implementation of a districtwide Literacy Plan focused on evidence-based literacy instruction, early identification of student needs, and aligned instructional practices across grade levels.

Professional Learning Communities (PLCs) continue to serve as a key strategy for improving instructional quality and student outcomes. PLC structures provide educators with ongoing opportunities to collaboratively analyze student learning data, identify unfinished learning, plan instruction, and refine intervention strategies. Through PLC implementation, teachers and administrators engage in collective inquiry and shared responsibility for student achievement, particularly for English Learners, students with disabilities, foster youth, low-income students, and other student groups experiencing achievement gaps.

The district also continued implementation of instructional walkthroughs designed to strengthen instructional coherence in Tier 1, support reflective practice, and increase equitable access to rigorous, standards-aligned instruction. Instructional walkthroughs allow district and site leaders to identify effective instructional practices, monitor implementation of evidence-based strategies in literacy and mathematics, and provide timely feedback and coaching aligned to district priorities. Particular attention is given to classrooms and schools serving high concentrations of unduplicated pupils and students with disabilities to ensure equitable access to high-quality instruction and intervention supports.

Student engagement and school connectedness remain essential priorities for the district. WJUSD continued implementation of wellness teams, social-emotional learning supports, youth development initiatives, and attendance interventions designed to improve student engagement, belonging, and participation in school. School sites regularly reviewed social-emotional learning screening data to identify students in need of additional support and to connect students with counseling, wellness, behavioral, and academic interventions. The district recognizes that strengthening student engagement, positive relationships, and access to supportive learning environments is essential to improving attendance, academic achievement, and overall student well-being.

Another key aspect of the district's continuous improvement process was the Systemic Equity Review (SER), facilitated in partnership with EdTrust-West. The SER process included a comprehensive needs assessment informed by surveys, focus groups, listening sessions, and educational partner engagement across nine focus areas:

- Course Access and Success
- Curriculum and Instruction
- Student Support Services
- School Climate and Culture
- College and Career Readiness
- Staff Diversity
- Family and Community Engagement
- Professional Development
- Resource Equity

The district will continue to build upon these efforts during the 2026–27 school year by:

- (1) strengthening PLC implementation focused on instructional coherence, data analysis, and equitable outcomes;
- (2) continuing implementation of the district's Early Literacy initiative through foundational literacy training, coaching, and targeted intervention supports;
- (3) expanding systems that support student voice, belonging, attendance, and engagement; and
- (4) increasing alignment between district goals, school site plans, and instructional practices to improve outcomes for all students, particularly unduplicated pupils and student groups experiencing the greatest disparities in achievement and engagement.

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 2025 the successes noted include:

\*English Learner Progress Indicator: the percentage of English Learners that made progress on the ELPI increased by 1.7%, resulting in a Yellow level on the Dashboard, compared to Orange the previous year. The Long Term English Learner student group is Green on the ELPI.

\*Suspension Rate: the Suspension Rate decreased by 0.6%, resulting in a Yellow on the Dashboard, compared to Orange the previous year. Student groups that declined in the suspension rate include: Foster Youth (-5.6%), Homeless students (-3.6%), Long Term English Learners (-1.5%), Hispanic students (-0.8%), Two or More Races students (-0.7%), Socioeconomically Disadvantaged students (-0.7%), and White students (-0.6%)

\*Chronic absenteeism district-wide declined by 5.7%, with 22.9% chronically absent. All student groups except Foster Youth and Long Term English Learners saw declines in the chronic absenteeism rate.

WJUSD plans to build on these successes through (1) providing training for teachers and administrators on the newly adopted California Math Framework, in preparation for a math adoption, (2) continuing to increase access to dual enrollment and Career Technical Education pathways to support readiness for college and career; and (3) continuing to implement wellness teams with a focus on evidence-based practices to support attendance and engagement which impact chronic absenteeism, but expanding the wellness teams to include academic supports.

Local data reviewed for the 2024-25 school year has included common assessment data for English Language Arts and Math, parent, student, and teacher surveys, along with social and emotional learning universal screening data. School site teams are reviewing this data as they engage in the data analysis review cycle within their professional learning communities and as a part of the School Plan for Student Achievement development process. At the district level, reading and math growth for elementary students is measured using iReady diagnostic assessment data. In reading, there are significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (41%) compared to the Fall diagnostic results (22%). In math, there are also significantly more students at the Early On Grade Level and Mid or Above Grade Level performance bands in the Spring diagnostic results (33%) compared to the Fall diagnostic results (13%). This data indicates that students are improving in their reading and math achievement. An additional source of data that the district and schools have used this year is the social and emotional learning screening. This is the fourth year of using this screening, and a success is that the screening data is reviewed regularly and that school site staff have identified students in need of support through the use of the screening data.

WJUSD plans to build on these successes through (1) the continued implementation of Professional Learning Communities (PLCs), aimed at deepening instructional collaboration and ensuring that all student groups—particularly unduplicated pupils—benefit from effective, data-driven teaching practices; and (2) implementing a districtwide system of instructional walkthroughs designed to strengthen instructional coherence and equity across classrooms, with an emphasis on schools serving high concentrations of unduplicated pupils (English learners, foster youth, and low-income students).

(1) PLCs provide a structured, ongoing forum for educators to collaboratively analyze student data, plan instruction, and refine strategies that target learning gaps. In WJUSD, which has a significant percentage of unduplicated pupils, maintaining PLC structures supports equity by:

- \*Enhancing teacher capacity to differentiate instruction and implement targeted interventions for English learners, foster youth, and low-income students
- \*Fostering shared ownership of student outcomes through collective inquiry and collaborative planning
- \*Promoting coherence in instructional practices and expectations across grade levels and departments
- \*Using real-time data to adjust instruction and monitor progress for subgroups most affected by opportunity gaps

This investment sustains a culture of continuous improvement, directly contributing to increased or improved services for unduplicated pupils, and aligns with LCFF's expectation of proportional response to their needs.

(2) Research and best practices demonstrate that consistent, non-evaluative instructional walkthroughs help identify instructional trends, promote reflective teaching, and ensure alignment with evidence-based strategies that support student achievement. In schools where more than 55% of students are unduplicated, these walkthroughs serve as a high-leverage improvement tool by:

- \*Monitoring equitable access to rigorous, standards-aligned instruction
- \*Identifying and scaling effective practices across classrooms and grade levels
- \*Providing real-time feedback and coaching to teachers working with high-needs student populations
- \*Ensuring fidelity of implementation for Tier 1 and intervention programs targeted to unduplicated pupils

This system enhances instructional quality and coherence, ultimately leading to improved outcomes for students who face systemic barriers to success. The walkthrough process will be coupled with professional development cycles to ensure ongoing support and data-informed decision-making aligned to the district's LCAP goals.

Another key aspect of the district's data review was the Systemic Equity Review process, which took place during the 2022-23 and the 2023-24 school years, with Ed Trust West staff serving as facilitators. The Needs Assessment phase of the process consisted of a comprehensive data review, which involved input and feedback from educational partners around the district, through surveys, focus groups, and listening sessions. There were nine focus areas for the SER:

1. Course Access and Success
2. Curriculum and Instruction
3. Student Support Services
4. School Climate and Culture
5. College and Career Readiness
6. Staff Diversity
7. Family and Community Engagement
8. Professional Development
9. Resource Equity

These nine focus areas informed the Key Findings and Recommendations, which were used as a catalyst for the SER Working Group, a team of educational partners that met eight times throughout the 2023-24 school year to identify root causes and actions to address the key findings.

The WJUSD Board of Trustees, in May 2025, identified the board's priorities. The top five priorities are listed below:

1. Literacy
2. Mathematics
3. Special Education
4. Family Engagement
5. Youth Development

The district will continue to build on these priorities through:

- (1) continued implementation of Professional Learning Communities focused on instructional coherence, collaborative inquiry, and equitable student outcomes;
- (2) strengthening districtwide literacy and mathematics instruction through evidence-based instructional practices, targeted interventions, and aligned professional learning;
- (3) expanding supports and inclusive practices for students with disabilities;
- (4) strengthening systems that promote student engagement, attendance, belonging, and youth voice; and
- (5) increasing alignment between district goals, instructional practices, student support systems, and school site plans to improve outcomes for all students, particularly unduplicated pupils and student groups experiencing the greatest disparities in achievement and engagement.

On the 2025 California School Dashboard, the following are the schools that received the lowest performance level on any indicator:

Beamer Elementary: English Learner Progress Indicator  
Dingle Elementary: Academic Indicator (Math), Suspension Rate, Chronic Absenteeism  
Freeman: Suspension Rate, English Learner Progress Indicator, Chronic Absenteeism  
Gibson: Suspension Rate  
Maxwell: Chronic Absenteeism  
Tafoya: Chronic Absenteeism  
Whitehead Elementary: Academic Indicator (ELA), Chronic Absenteeism  
Woodland Prairie Elementary: Chronic Absenteeism  
Douglass Middle: Suspension Rate  
Cache Creek High: Chronic Absenteeism  
Woodland High: Academic Indicator (Math)

At the district level, the following student groups received the lowest performance level on state indicators:

English Learners: Academic Indicator (Math), Chronic Absenteeism  
Long Term English Learners: Chronic Absenteeism, Academic Indicator ( Math), Suspension Rate  
Foster Youth: Chronic Absenteeism, Suspension Rate  
Homeless students: Graduation Rate  
Students with Disabilities: Suspension Rate, Academic Indicator (Math), Chronic Absenteeism  
African American students: Academic Indicator (Math), Suspension Rate, Chronic Absenteeism  
American Indian students: Suspension Rate  
Pacific Islander: Chronic Absenteeism  
Two or more races: Suspension Rate

## Hispanic/Latino: Chronic Absenteeism

By school, student groups that received the lowest performance level on state indicators:

Beamer: no student groups are in the lowest performance level

### Dingle Elementary

\*English Learners: Academic Indicator (Math), Suspension Rate, Chronic Absenteeism

\*Socioeconomically Disadvantaged: Academic Indicator (Math) (ELA), Chronic Absenteeism

\*Hispanic/Latino students: Academic Indicator (Math), Suspension Rate, Chronic Absenteeism

Students with Disabilities: Suspension Rate, Chronic Absenteeism

### Freeman Elementary

\*Students with Disabilities: Suspension Rate, Academic Indicator (ELA) (Math), Chronic Absenteeism

\*White students: Chronic Absenteeism, Suspension Rate

\*English Learners: Academic Indicator (EL Progress Indicator), Chronic Absenteeism

Hispanic/Latino Students: Chronic Absenteeism, Suspension Rate

Socioeconomically Disadvantaged: Suspension Rate

### Gibson Elementary

\*English Learners: English Learner Progress Indicator, Academic Indicator (Math)

\*Socioeconomically Disadvantaged: Academic Indicator (Math), Suspension Rate

\*Hispanic/Latino students: Academic Indicator (Math), Suspension Rate

\*White: Suspension Rate

### Maxwell Elementary:

English Learners: Chronic Absenteeism

Hispanic/Latino: Chronic Absenteeism

Socioeconomically Disadvantaged: Chronic Absenteeism

White: Chronic Absenteeism

### Tafoya Elementary

\*Students with Disabilities: Academic Indicator (ELA) (Math), Chronic Absenteeism

\*White students: Chronic Absenteeism

\*English Learners: Academic Indicator (ELA), Chronic Absenteeism, Suspension Rate

Hispanic/Latino Students: Chronic Absenteeism, Suspension Rate

Socioeconomically Disadvantaged: Chronic Absenteeism

### Whitehead Elementary

\*English Learners: Academic Indicator (ELA) (Math), Chronic Absenteeism

- \*Socioeconomically Disadvantaged: Academic Indicator (ELA), Chronic Absenteeism
- \*Hispanic/Latino students: Academic Indicator (ELA) (Math), Chronic Absenteeism
- \*Students with Disabilities: Academic Indicator (ELA), Chronic Absenteeism

#### Prairie Elementary

- \*English Learners: Academic Indicator (ELA), Chronic Absenteeism
- \*Socioeconomically Disadvantaged: Academic Indicator (ELA) (Math), Chronic Absenteeism
- \*Hispanic/Latino students: Academic Indicator (ELA), Chronic Absenteeism

Beamer: no student groups are in the lowest performance level

#### Zamora Elementary

- \*Students with Disabilities: Suspension Rate
- \*English Learners: Chronic Absenteeism
- \*White: Suspension Rate

#### Douglass Middle

- \*English Learners: Suspension Rate, Academic Indicator ( Math)
- \*Long Term English Learners: Chronic Absenteeism, Suspension Rate, Academic Indicator ( Math)
- \*Socioeconomically Disadvantaged: Suspension Rate
- \*Students with Disabilities: Academic Indicator (Math)
- \*Hispanic/Latino students: Suspension Rate

#### Lee Middle

- \*Two or more Races: Suspension Rate
- \*Long Term English Learners: Suspension Rate, Academic Indicator (ELA) (Math)
- \*Students with Disabilities: Academic Indicator (ELA) (Math)

#### Pioneer High

- \*English Learners: College/ Career, Suspension Rate
- \*Students with Disabilities: Academic Indicator (Math)

#### Woodland High

- \*English Learners: Suspension Rate
- Long Term English Learners: Suspension Rate
- Students with Disabilities: Suspension Rate
- Hispanic/Latino :Academic Indicator (Math), Suspension Rate
- Socioeconomically Disadvantaged: Academic Indicator (Math), Suspension Rate
- White: Academic Indicator (Math), Suspension Rate

Cache Creek High

\*Socioeconomically Disadvantaged: Graduation Rate, Suspension Rate

\*Hispanic/Latino students: College/Career, Suspension Rate

Long Term English Learners: Suspension Rate

Students With Disabilities: Suspension Rate

Learning Recovery Emergency Block grant funding will be used to continue to following services established during the COVID pandemic, and through a needs assessment, remain needed to support students:

Additional counselors to support student mental health

Additional Behaviorists to support student success in the classroom

Teachers on Special Assignment to support professional learning

Contracted mental health clinicians/social workers to provide Tier 2 support for families

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

WJUSD has received support from Yolo County Office of Education in data review with administrators and their guiding coalitions, led by a consultant, to help determine root causes for the academic and outcome achievement gaps in the district, as referenced in Goal 2, Action 3. Each school site participated in two data review sessions, in fall and winter. WJUSD also received support from California Collaborative for Educational Excellence (CCEE) conducting a comprehensive needs assessment and a Fidelity Implementation Assessment and identified Tier 1 instructional, all with Multi Tiered Systems of Support, to be key next steps in improving the system

On the 2025 California School Dashboard, at the district level, the following student groups received the lowest performance level (Red) on state indicators:

English Learners: Academic Indicator (Math), Chronic Absenteeism

Long Term English Learners: Chronic Absenteeism, Academic Indicator ( Math), Suspension Rate

Foster Youth: Chronic Absenteeism, Suspension Rate

Homeless students: Graduation Rate

Students with Disabilities: Suspension Rate, Academic Indicator (Math), Chronic Absenteeism

African American students: Academic Indicator (Math), Suspension Rate, Chronic Absenteeism

American Indian students: Suspension Rate

Pacific Islander: Chronic Absenteeism

Two or more races: Suspension Rate

Hispanic/Latino: Chronic Absenteeism

# 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.

None

## ***Support for Identified Schools***

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

Not applicable

## ***Monitoring and Evaluating Effectiveness***

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

Not applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Members of the LCAP Collaborative Committee, including teachers, staff, parents, and students. The LCAP Collaborative Committee membership includes representatives from each school site council, including students at the secondary schools, community members, as well as representatives from the two local bargaining units, Woodland Education Association, and the Classified School Employees Association.</p>	<p>The LCAP Collaborative Committee met on November 17th, December 1st, January 26th, February 23rd, March 30th, and May 26th. At the November meeting, topics covered included an overview of LCAP and the Local Control Funding Formula, the roles and responsibilities of the committee and the district related to LCAP, a review of the 2024-27 LCAP goals. At the December meeting, the committee reviewed the recently released California School Dashboard for 2025, and was presented with an update on the Literacy Plan. and state federal funding. At the January meeting a review of the Systemic Equity Review. was provided, as well as feedback on the cell phone policy. At the February meeting, the committee also reviewed also reviewed the LCAP Mid Year Update on metrics, actions, and expenditures for goals 1 - 4, providing feedback and input. At the March meeting, the committee requested a review of the components of the LCAP. At the May meeting, the LCAP Collaborative reviewed and provided feedback on the draft LCAP.</p>
<p>Members of the District English Learner Advisory Committee (DELAC). The DELAC membership consists of parents who are members of the school site English Learner Advisory Committee. There are also student representatives on the DELAC.</p>	<p>The DELAC reviewed and provided feedback on metrics and expenditures at DELAC meetings on the following dates February 10th and May 18. At the February 10th meeting, the topics covered included a review of the 2025-26 LCAP goals, a data review presenting data from the California School Dashboard 2025, and the Mid Year Update for the LCAP, including additional detail on the California School Dashboard. At the May 18th meeting, the DELAC</p>

Educational Partner(s)	Process for Engagement
	reviewed and provided feedback on the draft LCAP, as well as reviewed final metrics and provided feedback.
Superintendent's Youth Advisory Committee	The Superintendent's Youth Advisory Committee (SYAC) is a group of middle and high school students who advise the Superintendent and began meeting last school year. The students meet one to two times per month and receive training in youth development and youth leadership. The SYAC provides feedback throughout the year on the group's work and priorities, which are embedded in the Goal 4 actions. Additionally, the SYAC is very interested in the LCAP overall, and were able to ask questions and provide feedback on the actions during an input session.
Cache Creek High School students, in relation to the Equity Multiplier funds.	<p>Cache Creek High School students were consulted during the development of the plan for use of the Equity Multiplier funds in 2024. The initial phase of the plan includes development of dual enrollment pathways with Woodland Community College. Students were asked several questions to gauge their interest in the dual enrollment pathways. 38.7% of students are interested in an Early Childhood Education pathway program that would include college credits and internship or apprentice opportunities. 69.4% of students are interested in having a dual enrollment art class. 65.3% agree or strongly agree that being culturally responsive is an important part of Cache Creek culture.</p> <p>In 2025, students at CCHS responded to a survey about expanding the Visual and Performing Arts, which had been an interest in developing the plan for Equity Multiplier funds. Students reported wanting to have a variety of courses available to them, during the school day. Art courses, especially the Color and Design course received the most interest on the survey.</p> <p>In 2026, students indicated through surveys and interviews that a dual enrollment art class will be added in 2026-27</p>
School site administrators	School site administrators meet monthly with district office leaders to review the instructional program, analyze data, receive informational updates, and provide feedback.

Educational Partner(s)	Process for Engagement
	Separate from the monthly meetings, school leaders engaged in a collaborative needs assessment process with district leaders, their school site team representatives, and a consultant provided by the Yolo County Office of Education, as a springboard to conducting the needs assessment with their school site staff. The needs assessment includes a review of all California School Dashboard indicators, with a focus on any Red indicators, and/or any student groups that are in the Red on any indicator. School teams worked with the consultant twice during the year to review data, highlight successes and identify areas of growth to focus on for their School Plan.
Students	Students provided input through several surveys throughout the year, as well as through School site council, SYAC, DELAC, ELAC, and the LCAP collaborative.
Parents and Families	Students provided input through several surveys throughout the year, as well as through School site council, DELAC, ELAC, and the LCAP collaborative.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP has been shaped by the voices of WJUSD's educational partners, through committees such as the DELAC and LCAP Collaborative, surveys of families, staff, and students, meetings with administrators and with student groups such as the Superintendent's Youth Advisory Committee. Following are the highlights of the input collected, which reflects the continuation of the actions in the LCAP, with an emphasis on refinement of existing actions and strategies, and implementation with integrity.

**Goal 1: College and Career Ready**

Educational partners expressed the need to continue expanding dual enrollment options for students at all three high schools, as well as providing support for students to register at Woodland Community College. Families appreciate the connections created by the Community and Family Engagement Specialists. For the Equity Multiplier funding, Cache Creek High School students requested an art course to be implemented during the school day. Families and students provided feedback on the Visual and Performing Arts at each school site, identifying areas of need and priorities for VAPA offerings, which are outlined in Goal 1, Action 6.

**Goal 2: Meet Social-Emotional and Academic Needs**

Educational partners affirmed the district's progress on school facilities improvements using Measure Y funding. Chronic absenteeism continues to be a concern. In the area of teaching and learning, parents and families are positive about the district's plans to adopt a new math curriculum K-12, with the emphasis on teacher training for the 2023 California Math Framework. Teachers have provided feedback about the increase in time during the contract day allocated to Professional Learning team meetings, and the district is going to be expanding the time allocated to teachers in 2025-26. Educational partners have also expressed concerns about the number of new teachers and about

the intentionality of supports provided to new teachers. In response, the LCAP continues funding for supporting new teachers through mentoring and coaching, as well as through targeted professional development.

#### Goal 3: Accelerate English Learner Achievement

Committees such as the LCAP Collaborative and the DELAC have reinforced the importance of accelerating English learner progress, especially among English learners who are in Special Education. In response, the LCAP continues funding for professional development and staffing in support of English learners.

#### Goal 4: Engagement and Leadership Opportunities for Youth

Educational partners have expressed appreciation for the district's efforts to provide leadership opportunities for youth. Especially at the committee level, youth voice has been encouraged in DELAC and LCAP Collaborative meetings. Some feedback provided includes a request to ensure that all students, including those in special day class programs, have opportunities to have voice and choice.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>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.</p> <p>10% of Cache Creek High School students who are Hispanic/Latino and students who are socioeconomically disadvantaged will meet the Prepared performance level on the College/Career Indicator on the California School Dashboard by June 2027.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was 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 educational partners and ultimately approved by the WJUSD Board of Trustees in 2020.

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, in order to be college and career ready.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who are "Prepared" on the College/Career Indicator (high school only)	<p>For the 2022-23 school year, the percentage of students "Prepared" on the CCI are:                      District-wide = 35.7%                      Asian students = 41.9%                      Hispanic students = 35.1%                      White students = 37.7%                      Two or More Races = 30.0%                      English Learners = 1.2%                      Socioeconomically Disadvantaged = 31.9%                      Students with Disabilities = 4.9%                      Homeless students = 11.1%                      Foster students = 33.3%</p> <p>The district overall performance level for the College/Career Indicator is Medium.</p> <p>Schools/student groups with the lowest performance level:                      *Cache Creek High School                      *English Learners</p>	<p>For the 2023-2024 school year, the percentage of students "Prepared" on the CCI are:                      District-wide = 37.1%                      Asian students = 53.8%                      Hispanic students = 34.5%                      White students = 43.4%                      Two or More Races = 33.3%                      English Learners = 16.1%                      Long Term English Learners = 16.7%                      Socioeconomically Disadvantaged = 32.4%                      Students with Disabilities = 6.8%                      Homeless students = 9.1%                      Foster students = 8.3%</p> <p>The district overall performance level for the College/Career Indicator is Yellow.</p>	<p>For the 2024-20245 school year, the percentage of students "Prepared" on the CCI are:                      District-wide = 49.3%                      Asian students = 45%                      Hispanic students = 46.2%                      White students = 60.7%                      Two or More Races = 60.9%                      English Learners = 16.8%                      Long Term English Learners = 11.3%                      Socioeconomically Disadvantaged = 45.8%                      Students with Disabilities = 15.6%                      Homeless students = 26.9%                      Foster students = not available                      African American = 53.6%                      The district overall performance level for the</p>	Performance level of Green on the College/Career Indicator for all schools and all student groups.	Increase of 13.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Students with Disabilities	Schools/student groups with the lowest performance level:  *Cache Creek High School *Students with Disabilities	College/Career Indicator is Green.  Schools/student groups with the lowest performance level:  *Cache Creek High School *Students with Disabilities		
1.2	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.	WJUSD reported in CALPADS the student survey data collected from 2021-2022 school year graduates (Reported in Summer 2023).  Responses are as follows: * Total students attempted to contact: 104 * 200 - Enrolled in a Four-year college/university: 2 * 210 - Enrolled in a community college: 20 * 220 - Enrolled in a vocational or technical school (two year degree program): 2 * 310 - Enrolled in a vocational or technical	WJUSD reported in CALPADS the student survey data collected from 2022-2023 school year graduates (Reported in Summer 2024).  Responses are as follows: *Total students attempted to contact: 101 *200 - Enrolled in a Four-year college/university: 3 *210 - Enrolled in a community college: 24 *220 - Enrolled in a vocational or technical school	WJUSD reported in CALPADS the student survey data collected from 2023-2024 school year graduates (Reported in Summer 2025).  Responses are as follows: *Total students attempted to contact: 99 *200 - Enrolled in a Four-year college/university: 3 *210 - Enrolled in a community college: 23 *220 - Enrolled in a vocational or technical school (two year degree program): 4	Meet the statewide target.	(a) did not meet the statewide target (b) did not meet the statewide target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school (certificate program): 2 * 350 - Enrolled in an Adult Training Program: 5 * 370 - Other Job Training Program: 1 * 910 - Competitively Employed: 17 * 920 - Not Competitively Employed: 7 * 930 - Other employment: 6 * 940 - Other: 3 * 950 - Not able to contact: 39	(two year degree program): 1 *310 - Enrolled in a vocational or technical school (certificate program): 1 *320 - Enrolled in a Regional Occupational Program (ROP): 1 *370 - Other Job Training Program: 2 400 - Military Enlistment: 2 900 - Incarcerated: 1 910 - Competitively Employed: 26 920 - Not Competitively Employed: 8 930 - Other employment: 8 940 - Other: 7 950 - Not able to contact: 13 960 - Refused to answer: 4  Indicator A: Higher Education 28/84 = 33.3% State target for 2023-24 was 58%	*310 - Enrolled in a vocational or technical school (certificate program): 2 *320 - Enrolled in a Regional Occupational Program (ROP): 0 *370 - Other Job Training Program: 4 400 - Military Enlistment: 1 900 - Incarcerated: 0 910 - Competitively Employed: 21 920 - Not Competitively Employed: 3 930 - Other employment: 2 940 - Other: 24 950 - Not able to contact: 11 960 - Refused to answer: 1 Indicator A: Higher Education 30/87 = 34.5% State target for 2024-25 was 59% Indicator B: Higher Education or		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Indicator B: Higher Education or Competitively Employed 54/84 = 64.3% State target for 2023-24 was 79.5%	Competitively Employed 51/87 = 58.6% State target for 2024-25 was 81%		
1.3	Number of work permits issued by high school (career readiness)	In the 2023-24 school year, the number of work permits issued: *PHS: 297 *WHS: 224 *CCHS: 17 Total = 538	As of June 2025, the number of work permits issued: *PHS: 217 *WHS: 140 *CCHS: 20 Total = 377	As of May 2026, the number of work permits issued: PHS: 157 WHS: 85 CCHS: 17 Total= 259	Increase the number of work permits issued by 5%.	Decrease of 279 work permits issued since 2023-24.
1.4	Report card marks for elementary students measuring the competency "Responsible and Productive" from the Graduate Profile	In 2023-24, final marks for elementary students: *Completes work in a timely manner: Usually 75%, Sometimes 19%, and Seldom 6%  *Works well independently: Usually 74%, Sometimes 20%, Seldom 6%	In 2024-25, first trimester marks for elementary students: *Completes work in a timely manner: Usually 68%, Sometimes 23%, and Seldom 9%  *Works well independently: Usually 66%, Sometimes 25%, Seldom 8%		80% of elementary students receive a mark of Usually on the two indicators	Indicator 1: The percentage decreased by 7%  Indicator 2: The percentage decreased by 8%
1.5	Number and percent of high school graduates who enroll in a 2 or 4 year post secondary institution.	For the 2019 high school graduating cohort, there were 699 students, and 65.1% or 460 students enrolled in	For the 2022 high school graduating cohort, there were 722 graduating students, and	For the 2023 high school graduating cohort, there were 687 graduating students, and	Increase the percentage of students enrolling in post secondary by 5%.	The percentage decreased by .4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		post secondary; 31.9% or 147 in a 4 year university; 67.6% or 311 in a 2 year college	59.4% or 429 students enrolled in post secondary; 30.8% or 132 students enrolled in a 4 year university; 69.% or 297 students enrolled in a 2 year college.	64.2% or 441 students enrolled in post secondary.		
1.6	Number of community events that are student-initiated.	The district will begin monitoring this metric starting in August 2024.	Our comprehensive high schools both offer many student-led events for the school community, including Club Vendor Day, preview days for future students, awareness days, and more. Our middle schools have student-led food collection drives and other events involving the community. At the elementary level, student committees carry out events that involve the school's student community. Some of these are	All school sites have at least one community event that is student-initiated per year.	All school sites have at least one community event that is student-initiated per year.	All school sites have at least one community event that is student-initiated per year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>food/clothing drives, others are talent shows or beautification days. Students also develop awareness days for social causes. Additional examples of student-initiated events including the MECHA dance, the prom for students with disabilities for both high schools, car shows at both high schools, and the ag plant sale at Woodland High. In the coming year, staff will differentiate between events that are open to the community and events that are open to students only.</p>			
1.7	Percentage of students completing UC/CSU a-g course requirements (high school only) by demographic	In 2022-23, 35.4% (268) of graduates (cohort = 741) met the UC/CSU a-g requirements district-wide. At PHS, 41.8% (153) of graduates met	In 2023-24, 35.1% (292) of graduates (cohort = 831) met the UC/CSU a-g requirements district-wide. At PHS, 50.8% (193)	"In 2024-25, 35.1% (261) of graduates (cohort = 719) met the UC/CSU a-g requirements district-wide. At	Increase the a-g rate to 5% above the statewide a-g rate and ensure proportionality.	Decrease of .3% overall and did not meet the statewide a-g rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>UC/CSU and at WHS, 39.9% (115) of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the number and percentage of students by demographic (reported on Dataquest):  Socioeconomically disadvantaged = 33.9% (184)  Students with Disabilities = 14.9% (11)  Migrant students = 36.4% (8)  Foster youth = 41.7% (5)  Homeless youth = 5.3% (1)  English Learners = 5.8% (3)  Asian = 50% (21)  Hispanic/Latino = 37.4% (173)  White = 44.3% (58)  Two or More Races = 35.7% (5)</p> <p>The statewide total percentage of graduates meeting</p>	<p>of graduates met UC/CSU and at WHS, 39.6% (99) of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the number and percentage of students by demographic (reported on Dataquest):  Socioeconomically disadvantaged = 31.6% (220)  Students with Disabilities = 7.3% (9)  Migrant students = 21.7% (5)  Foster youth = 16.7% (2)  Homeless youth = 8.7% (2)  English Learners = 14.4% (18)  Long Term English Learners = 14.7% (14)  Asian = 64.1% (25)</p>	<p>PHS, 45.7% (160) of graduates met UC/CSU and at WHS, 39.3% (101) of graduates met UC/CSU requirements. At CCHS, none of the graduates met UC/CSU requirements.</p> <p>For WJUSD, the number and percentage of students by demographic (reported on Dataquest):  Socioeconomically disadvantaged = 35.6% (220)  Students with Disabilities = 12.7% (9)  Migrant students = 28% (5)  Foster youth = *  Homeless youth = 25% (2)  English Learners = 8% (18)  Asian = 35.9% (14)  Hispanic/Latino = 36.6% (171)</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UC/CSU requirements is 52.4%.	Hispanic/Latino = 32.7% (197) White = 34.7% (50) Two or More Races = 38.1% (8)  The statewide total percentage of graduates meeting UC/CSU requirements is 51.5%.	White = 48.1% (52) Two or More Races = 52.4% (11)  The statewide total percentage of graduates meeting UC/CSU requirements is 53.6%."		
1.8	Number and percent of students that complete a CTE pathway	For the 2022-23 school year, 352 students completed a Career Technical Education (CTE) pathway.  The demographics of the 2022-23 CTE Completer class are as follows: 44% Female; 56% Male. The demographics for the ethnicity and race are as follows: 66% Hispanic or Latino, 34% Not Hispanic or Latino; the race demographics are 2% American Indian or Alaskan Native, 1% Black or African American, 1% Chinese, 2% Filipino, 1% Laotian, 2% Other Asian, 63% White, with the	For the 2023-24 school year, 361 students completed a Career Technical Education (CTE) pathway.  The demographics of the 2023-24 CTE Completer class are as follows: Gender: 51.2% Female (185); 48.4% Male (175); 0.2% Nonbinary (1) Ethnicity: 70.6% Hispanic/Latino (255); 29.4% Non Hispanic (106) Race: 1.7% American Indian or	For the 2024-25 school year, 408 students completed a Career Technical Education (CTE) pathway.  The demographics of the 2024-25 CTE Completer class are as follows: Gender: 47.55% Female (185); 52.21% Male (175); 0.2% Nonbinary (1) Ethnicity: 76% Hispanic/Latino (255); 24% Non Hispanic (106) Race: 1.7% American Indian or	Increase by 5% and ensure proportionality.	Increase of 11% and improved proportionality

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		remaining 28% declining to respond.	Alaskan Native (6), 1.1% Asian Indian (4), 1.4% Black or African American (5); 0.3% Cambodian (1), 0.3% Chinese (1), 36% Declined to Respond (130), 1.1% Filipino (4), 0.3% Guamanian (1), 0.3% Hawaiian (1), 0.3% Japanese (1), 0.5% Laotian (2), 2.8% Other Asian (10), 54% White (195).	Alaskan Native (7), .5% Asian Indian (2), 1.7% Black or African American (7); 0.7% Chinese (3), 34% Declined to Respond (140), .7% Filipino (3), 0.3% Guamanian (1), 0.3% Hawaiian (1), 0.5% Laotian (2), 2.2% Other Asian (9), 56% White (231)."		
1.9	Number of students completing both a CTE pathway and the a-g requirements.	In 2022-23, there were a total of 82 out of 758 seniors or 10.8%, that completed both a CTE pathway and met the A-G requirements.	In 2023-24, there were a total of 115 out of 831 seniors, or 13.8%, that completed both a CTE pathway and met the A-G requirements.	In 2024-25, there were a total of 110 out of 729 seniors, or 15.1%, that completed both a CTE pathway and met the A-G requirements.	Increase by 3%	Increase of 4.3%
1.10	Number and percent of students earning industry recognized certifications	For the 2023-24 school year, 59% of high school students or 1,624 out of 2,760, are enrolled in a CTE pathway. Currently 880 students or 54%, are projected to complete one or more of the following industry certifications; food	For the 2023-24 school year 633 students earned a industry certification with many students earning multiple industry certifications bringing the total industry		Increase by 5%	This data will be reported in 2025-26 when 2024-25 data is available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>handling, food management, food allergen, OSHA, Youth for the Quality Assurance of Animals (YQCA), and CPR/first aid.</p>	<p>certifications earned to 749. The industry certifications include food handling, food management, food allergen, OSHA, Youth for the Quality Assurance of Animals (YQCA), and CPR/first aid.</p> <p>Demographics for gender, race and ethnicity:</p> <p>Female: 47.3% (298 students)  Male: 52.4% (332 students)  Nonbinary: 0.3% (2 students)  Hispanic: 73% (462 students)  American Indian or Alaskan Native: 2.2% (14 students)  Asian Indian: 1.1% (7 students)  Black or African American: 3.5% (22 students)  Cambodian: 0.2% (1 student)</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Chinese: 0.6% (4 students)  Declined to Respond: 28.9% (183 students)  Filipino: 1.6% (10 students)  Guamanian: 0.3% (2 students)  Hawaiian: 0.3% (2 students)  Laotian: 0.3% (2 students)  Other Asian: 3.6% (23 students)  Other Pacific Islander: 0.3% (2 students)  White: 56.7% (359 students)</p> <p>There were 2,950 total high school students (WHS, PHS, CCHS) = 21% of high school students earned an industry certification.</p>			
1.11	Number and percent of students participating in work based learning	In 2022-2023, there was new legislation regarding student placements in work settings that will likely impact the number of students able to	For the school year of 2023-24 the following work based learning experiences were reported to CALPADS:		Increase by 5%	This data will be reported in 2025-26 when 2024-25 data is available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>participate in work based learning. Of the 354 capstone students eligible to participate in work based learning, 52 (15%) had an active internship.</p>	<p>WJUSD Total: 746 unduplicated WBL experiences composed of students from CCHS, WHS and PHS, out of 2,950 total high school students (25%).</p> <p>Cache Creek High School: Total unduplicated reported = 8 work based learning experiences Types: Simulated work based learning = 8</p> <p>Pioneer High School: Total unduplicated reported = 484 work based learning experiences Types: Internships = 58; Student lead enterprises = 137; Simulated work based learning opportunities = 463</p> <p>Woodland High School:</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total unduplicated reported = 254 work based learning opportunities Types: Internships = 52; Student lead enterprises = 139; Simulated work based learning opportunities = 75			
1.12	Number and percent of students who receive a passing score (3+) on an AP exam.	In 2022-2023, there were a total of 459 AP exams taken. Of those exams, 311 earned a passing score of 3 or higher, or 67%.	In 2023-2024, there were a total of 512 AP exams taken. Of those exams, 295 earned a passing score of 3 or higher, or 58%.	In 2024-25, there were a total of 414 AP exams taken. Of those exams, 252 earned a score of 3 or higher, or 61%.	Increase by 3%	Decrease of 6% in students receiving passing score
1.13	Percentage of students demonstrating college preparedness as measured by the Early Assessment Program (EAP).	In Spring 2023, by school, the percentage of students demonstrating college preparedness:  Pioneer ELA: All students = 58.08% college ready, 20.71% conditionally ready, 21.21% not yet ready English Learner = 0% college ready, 24.14% conditionally ready, 75.86% not yet ready Special Education = 27.27% college ready, 21.21% conditionally	In Spring 2024, by school, the percentage of students demonstrating college preparedness:  Pioneer ELA: All students = 51.15% college ready, 22.70% conditionally ready, 26.15% not yet ready English Learner = 0% college ready, 27.27%	In Spring 2025, by school, the percentage of students demonstrating college preparedness:  Pioneer ELA: All students = 52.79% college ready, 21.99% conditionally ready, 25.22% not yet ready English Learner = 0% college ready, 55.56%	Increase by 5%	PHS: Decrease of 5.29% in ELA and decrease of .21% in Math  WHS: Increase of 18.24 % in ELA and increase of 4.51% in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ready, 51.52% not yet ready Socioeconomically disadvantaged = 53.82% college ready, 22.91% conditionally ready, 23.27% not yet ready</p> <p>Pioneer Math: All students = 22.87% college ready, 22.61% conditionally ready, 54.52% not yet ready English Learner = 0% college ready, 0% conditionally ready, 100% not yet ready Special Education = 0% college ready, 12.12% conditionally ready, 87.88% not yet ready Socioeconomically disadvantaged = 12.27% college ready, 21.66% conditionally ready, 62.09% not yet ready</p> <p>Woodland ELA: All students = 36.61% college ready, 27.56% conditionally ready, 35.83% not yet ready English Learner = 4.55% college ready, 13.64% conditionally</p>	<p>conditionally ready, 72.73% not yet ready Special Education = 10.81% college ready, 29.73% conditionally ready, 59.46% not yet ready Socioeconomically disadvantaged = 45.49% college ready, 25.82% conditionally ready, 28.69% not yet ready</p> <p>Pioneer Math: All students = 18.98% college ready, 22.66% conditionally ready, 58.36% not yet ready English Learner = 4.35% college ready, 4.35% conditionally ready, 91.30% not yet ready Special Education = 2.56% college ready, 10.26% conditionally ready, 87.18% not yet ready</p>	<p>conditionally ready, 44.44% not yet ready Special Education = 18.92% college ready, 13.51% conditionally ready, 67.57% not yet ready Socioeconomically disadvantaged = 49.41% college ready, 22.92% conditionally ready, 27.67% not yet ready</p> <p>Pioneer Math: All students = 22.68% college ready, 20.93% conditionally ready, 56.4% not yet ready English Learner = 0% college ready, 10% conditionally ready, 90% not yet ready Special Education = 0% college ready, 8.11% conditionally ready, 91.89% not yet ready Socioeconomically disadvantaged =</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ready, 81.82% not yet ready  Special Education = 8.34% college ready, 19.44% conditionally ready, 72.22% not yet ready  Socioeconomically disadvantaged = 34.17% college ready, 27.64% conditionally ready, 38.19% not yet ready</p> <p>Woodland Math:  All students = 9.05% college ready, 22.05% conditionally ready, 68.9% not yet ready  English Learner = 0% college ready, 9.52% conditionally ready, 90.48% not yet ready  Special Education = 2.86% college ready, 5.71% conditionally ready, 91.43% not yet ready  Socioeconomically disadvantaged = 6.57% college ready, 21.72% conditionally ready, 71.72% not yet ready</p>	<p>Socioeconomically disadvantaged = 11.33% college ready, 23.08% conditionally ready, 65.59% not yet ready</p> <p>Woodland ELA:  All students = 48.82% college ready, 24.80% conditionally ready, 26.38% not yet ready  English Learner = 0% college ready, 20% conditionally ready, 80% not yet ready  Special Education = 7.41% college ready, 22.22% conditionally ready, 70.37% not yet ready  Socioeconomically disadvantaged = 44.45% college ready, 25.25% conditionally ready, 30.30% not yet ready</p> <p>Woodland Math:  All students = 15.51% college</p>	<p>18.04% college ready, 20.39% conditionally ready, 61.57% not yet ready</p> <p>Woodland ELA:  All students = 45.6% college ready, 23.43% conditionally ready, 30.96% not yet ready  English Learner = 0% college ready, 8.33% conditionally ready, 91.67% not yet ready  Special Education = 25.81% college ready, 9.68% conditionally ready, 64.52% not yet ready  Socioeconomically disadvantaged = 42.1% college ready, 23.68% conditionally ready, 34.21% not yet ready</p> <p>Woodland Math:  All students = 13.56% college ready, 16.95%</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ready, 18.22% conditionally ready, 66.28% not yet ready English Learner = 0% college ready, 17.65% conditionally ready, 82.35% not yet ready Special Education = 0% college ready, 0% conditionally ready, 100% not yet ready Socioeconomically disadvantaged = 13% college ready, 17% conditionally ready, 70% not yet ready	conditionally ready, 69.49% not yet ready English Learner = 0% college ready, 7.14% conditionally ready, 92.86% not yet ready Special Education = 3.45% college ready, 0% conditionally ready, 96.55% not yet ready Socioeconomically disadvantaged = 10.11% college ready, 15.96% conditionally ready, 73.94% not yet ready		
1.14	Cohort graduation rate at each high school.	For 2022-2023, the 4 year adjusted cohort district graduation rate is 90.6% Cache Creek is 73.9% Pioneer High School is 92.3% Woodland High School is 93.8%  For WJUSD, the percentage of students by demographic (reported on Dataquest):	For 2023-2024, the 4 year adjusted cohort district graduation rate is 89.1% Cache Creek is 72.2% Pioneer High School is 94.3% Woodland High School is 89.9%  For WJUSD, the percentage of students by	For 2024-2025, the 4 year adjusted cohort district graduation rate is 91.4% and the Dashboard Performance Level is Green.  Cache Creek is 69% Pioneer High School is 94.3% Woodland High School is 89.9%	Performance level of Green for all schools and student groups.	The district cohort graduation rate increase by .8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically disadvantaged = 90.0%  Migrant students = 91.7%  Foster youth = 100%  Homeless youth = 70.4%  English Learners = 61.9%</p> <p>Schools/student groups with a performance level of Red:  *English Learners</p>	<p>demographic (reported on Dataquest):  Socioeconomically disadvantaged = 88.3%  Migrant students = 95.8%  Foster youth = 91.7%  Homeless youth = 77.3%  English Learners = 81.9%</p> <p>Schools/student groups with a performance level of Red: none</p>	<p>For WJUSD, the percentage of students by demographic (reported on Dataquest):  Socioeconomically disadvantaged = 88.3%  Migrant students = 95.8%  Foster youth = 91.7%  Homeless youth = 77.3%  English Learners = 81.9%</p> <p>Schools/student groups with a performance level of Red: Homeless students</p>		
1.15	Number of middle school and high school dropouts.	<p>In 2022-2023, the number of dropouts by school was as follows:  CCHS = 13 = 14.8%  DMS = 0 = 0%  LMS = 0 = 0%  District Office = * = *%  PHS = 13 = 3.6%  Woodland Adult Ed = 0 = 0%  WHS = 8 = 2.8%  Total = 35 = 4.7%</p>	<p>In 2023-2024, the number of dropouts by school was as follows:  CCHS = 25 = 19%  DMS = 0  LMS = 0  District Office = 0  PHS = 8 = 2%  WHS = 18 = 6.5%  Total = 52 = 6.4%</p>	<p>"In 2024-2025, the number of dropouts by school was as follows:  CCHS = 14 = 18%  DMS = 0  LMS = 0  District Office = *  PHS = 6 = 1.6%  WHS = 9 = 3.3%  Total = 29 = 4%</p>	Decrease by 2%	Decreased by 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**Results are not reported for 10 or fewer students.	**Results are not reported for 10 or fewer students.	**Results are not reported for 10 or fewer students."		
1.16	Number and percent of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes.	For 2022-23, the number and percent of students taking college credit courses: Woodland High = 311 (20.5%) Pioneer High = 304 (11.9%)	For the 24-25 school year, the number and percent of students have completed or are taking college credit courses this school year: Woodland High = 324 (29%) Pioneer High = 519 (33%) Cache Creek High = 3 (2%)		Increase by 5%	The number of students taking college credit courses increased by 8.5% at WHS, by 21.1% at PHS, and 2% at CCHS
1.17	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.	On the California School Parent Survey given in February 2024, the following are the percent of parents who agree or strongly agree that...  a. the school promotes academic success for all students *All - 86% *Elementary school parents - 90% *Middle school parents - 87% *High school parents - 74% *CCHS parents - 83%	On the California School Parent Survey given in February and March 2025, the following are the percent of parents who agree or strongly agree that...  a. the school promotes academic success for all students *All - 87% *Elementary school parents - 92%	On the California School Parent Survey given in January and February 2026, the following are the percent of parents who agree or strongly agree that...  a. the school promotes academic success for all students *All - 92% *Elementary school parents - 93%	Increase by 5%	Indicator a.6% increase Indicator b.10% increase Indicator c. 7% increase  Goal met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>b. the school provides opportunities for meaningful student participation</p> <ul style="list-style-type: none"> <li>*All parents - 31%</li> <li>*Elementary school parents - 39%</li> <li>*Middle school parents - 18%</li> <li>*High school parents - 17%</li> <li>*CCHS parents - 60%</li> </ul> <p>c. the school actively seeks the input of parents</p> <ul style="list-style-type: none"> <li>*All parents - 23%</li> <li>*Elementary school parents - 29%</li> <li>*Middle school parents - 10%</li> <li>*High school parents - 9%</li> <li>*CCHS parents - 60%</li> </ul>	<p>*Middle school parents - 90%</p> <ul style="list-style-type: none"> <li>*High school parents - 72%</li> <li>*CCHS parents - N/A%</li> </ul> <p>b. the school provides opportunities for meaningful student participation</p> <ul style="list-style-type: none"> <li>*All parents - 31%</li> <li>*Elementary school parents - 39%</li> <li>*Middle school parents - 18%</li> <li>*High school parents - 17%</li> <li>*CCHS parents - 60%</li> </ul> <p>c. the school actively seeks the input of parents</p> <ul style="list-style-type: none"> <li>*All parents - 31%</li> <li>*Elementary school parents - 38%</li> <li>*Middle school parents - 25%</li> <li>*High school parents - 13%</li> <li>*CCHS parents - N/A%</li> </ul>	<p>*Middle school parents - 93%</p> <ul style="list-style-type: none"> <li>*High school parents - 83%</li> <li>*CCHS parents - 100%</li> </ul> <p>b. the school provides opportunities for meaningful student participation</p> <ul style="list-style-type: none"> <li>*All parents - 41%</li> <li>*Elementary school parents - 45%</li> <li>*Middle school parents - 21%</li> <li>*High school parents - 19%</li> <li>*CCHS parents - 60%</li> </ul> <p>c. the school actively seeks the input of parents</p> <ul style="list-style-type: none"> <li>*All parents - 30%</li> <li>*Elementary school parents - 34%</li> <li>*Middle school parents - 25%</li> <li>*High school parents - 13%</li> <li>*CCHS parents - N/A%</li> </ul>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Annual Communication Survey	The annual communication survey will be administered in summer 2024.	<p>From July 2023 to July 2024:</p> <p>a. Increased the percentage of people surveyed who report they have a “Very Positive” or “Positive” opinion of our District by 1 percent.</p> <p>b. Increased the percentage of people surveyed who report they feel “Very Proud” or “Proud” of our District by 4 percent.</p> <p>c. Increased the percentage of people surveyed who report that their knowledge of WJUSD increased by “a lot” or “a little” by 26.5 percent.</p>		Improve family perception of district communication as reported on the survey by 5%.	<p>Indicator a: Increase of 1%</p> <p>Indicator b: Increase of 4%</p> <p>Indicator c: Increase of 26.5%</p>
1.19	Annual CAFE services survey	The annual CAFE services survey will be administered in August 2024.	The Parent Workshop Survey was added to Data Confirmation process for the 24-25 school year.	We received 930 total responses. 76% did not attend any of our parent trainings. So 24% of respondents	Improve family satisfaction with CAFE workshops as reported on the survey by 5%.	No increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>We received 835 total responses compared to the 23-24 survey receiving only 95 responses. 83% stated that the topics covered in the workshops were relevant to my needs and interests. 81% stated they were able to apply what they learned during workshops in their daily life. 84% stated they were overall satisfied with the workshops offered during the school year.</p> <p>The survey will be administered again in June 2025.</p>	<p>attended one or more parent PD sessions. Of those 24%, 81% stated that the topics covered in the workshops were relevant to my needs and interests. 80% said they were able to apply what they learned during workshops in their daily life. 84% stated they were overall satisfied with the workshops offered during the school year.</p>		
1.20	Number of college and career focused workshops provided by CAFE.	In 2023-24, CAFE provided three workshops focused on preparation for college.	During the 2024-25 school year, CAFE offered a total of 10 College /Career Readiness parent trainings ranging from Dual Enrollment, financial aid, A-G requirements and	During the 2025-26 school year 4 sessions were provided by PIQUE in March-April. Ensuring a Successful Transition into College/University	Each year, CAFE provides two career-focused workshops and two college workshops.	3 college related workshops and 1 career workshop were offered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			transitioning to college in English, Spanish and Punjabi both at the District office and off campus at Casa del Sol.	Understanding The Financial Help And Support For College University Campus Life And Resources Preparing for a Career		
1.21	Number of Pathway awards for Biliteracy (Dual Immersion schools only)	In 2023-24, there were 102 pathway awards given.	115 pathway awards awarded.	169 pathway awards awarded	Increase by 20%.	Increase of 66%
1.22	Number of State Seals of Biliteracy awarded to students (high school only)	In 2023-24, there were 150 State Seal of Biliteracy awards.	152 Seals awarded.	139 Seals awarded	Increase by 20%	Decrease if 7%
1.23	Number of CCHS students enrolled in dual enrollment courses	There are no CCHS students enrolled in dual enrollment courses.	There are 2 students (1%) currently enrolled in a dual enrollment course for the 2024-25 spring semester Early Childhood Education 4 course.	There are currently 3 CCHS students enrolled in the dual enrollment Early Childhood Education 30 course. Three students completed the ECE 4 dual enrollment course in the fall semester.	10% of CCHS students are enrolled in dual enrollment courses.	Improved by 3%
1.24	Number of CCHS CTE completers	There are no CCHS CTE completers.	There are 3 CTE Completers (2%) for the 2023-24		10% of CCHS students are CTE completers.	Improved by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school year. Demographics: Male = 2, female = 1 Hispanic/Latino = 100%			
1.25	Number of CCHS students participating in pre-apprenticeship or internship programs	There are no CCHS students participating in pre-apprenticeship or internship programs.	There are no CCHS students participating in pre-apprenticeship or internship programs.	There are still no CCHS students participating in pre-apprenticeship or internship programs, however, we have had students participate in work readiness programs through several community partnerships:  9 students completed the work readiness series of workshops with All Leaders Must Serve this year.  8 students completed the work readiness series of workshops with Yolo Works! STEP Program and are either awaiting work experience	10% of CCHS students are participating in pre-apprenticeship or internship programs.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				placement assignments or already placed and working in their assigned locations.		
1.26	Number of Pathway awards for Music Programs	There are no Pathway awards for Music Programs.	In 2024-25, 176 6th graders were recognized with Pathway awards		Establish Pathway awards; at least 25 students at each elementary, middle, and high school receive a Pathway award.	176 students received an award, when none had previously.
1.27	Number of VAPA offerings at elementary schools	Every elementary school offers 4th grade strings, and band or strings for 5th and 6th graders.	Principals have created Visual and Performing Arts plans to expand the VAPA offerings at each school site for 2025-26. There are no changes for 2024-25 in terms of elementary school VAPA offerings. Every elementary school offers 4th grade strings, and band or strings for 5th and 6th graders.	Every elementary school offers music or choir for all grade levels.	Every elementary school offers music or choir for all grade levels.	No change
1.28	Number of VAPA offerings at middle schools	Both middle schools have band, choir, and mariachi. Douglass offers jazz. Lee offers guitar, and has a jazz club after school. Douglass has a drama	Principals have created Visual and Performing Arts plans to expand the VAPA offerings at each school site for 2025-26. There are no changes for		Both middle schools have a drama class, either during the school day or after school. Both middle schools offer art,	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		class. Neither middle school has an art class	2024-25 in terms of VAPA offerings at the middle schools. Both middle schools have band, choir, and mariachi. Douglass offers jazz. Lee offers guitar, and has a jazz club after school. Douglass has a drama class. Neither middle school has an art class		either during the day or after school.	

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

On the 2025 California School Dashboard, the district has a College/Career Indicator status of Green, with 49.3% of students reaching the Prepared level, which was an increase of 6.9% from the prior year. The state average for the CCI is 51.7%. In Woodland, no student groups are in the Red on the CCI. Two student groups are in the Orange level: Asian, English learners and Long term English learners. Homeless and Students with Disabilities are in the Yellow, and Hispanic, Socio-economically disadvantaged, and White students are in the Green on this indicator.

The district made progress on the Graduation Rate Indicator for all students. With no student groups in the Red or Orange, the graduation rate for all students increased to 91.4%, a increase of 2.8%. Asian students are in the blue. The statewide graduation rate is 86.8%. Students with disabilities received a performance level of Yellow. English learners, Socio-economically disadvantaged, white and Long term English learners are in the Green.

In Goal 1, the majority of the actions were completed and the district has made significant progress towards meeting the 3 year goal in 25-26.

Action 1.1 The Graduate Profile instructional road map for teachers is very near completion. Educational Services staff did work with teachers during their action team meetings to develop the road map for each grade span, and those roadmaps are in the process of being reviewed and refined before a complete draft is ready to share with the Board of Trustees.

Action 1.2 We were not able to accomplish a number of planned activities in this action. Implementation of Universal Design for Learning (UDL) is not consistent district-wide. We have not yet begun the work to develop a district-wide equity-based grading policy, nor have we systematically begun implementation of the Systemic Equity Review findings and recommendations to remove barriers and increase access for our underrepresented student populations.

Action 1.5 Though we were able to offer dual enrollment courses at Cache Creek High School this school year, we were not able to establish or offer pre-apprenticeship opportunities for CCHS students. With only one Career Technical Education pathway at CCHS, Culinary, the options are limited because culinary occupations do not offer apprenticeships as a routine option. In the next two years, the District will look for opportunities to expand the CTE options at CCHS and create more work-based learning opportunities for students to develop career readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is a material difference between budgeted and estimated actual expenditures in Action 1, Graduate Profile Implementation. Funds were budgeted for Action Team work on the Graduate Profile but these funds were actually spent in Goal 2, where Action Teams are listed. Additionally, in Action 2, the funds needed for a software tool were significantly less than was budgeted. There is a material difference between budgeted and estimated actual expenditures in Action 5, Career Readiness for Cache Creek High Students, due to challenges in implementation of the Dual Enrollment course.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Our strategies to accomplish Action 1.1 were effective, though not timely. We did not take into consideration the amount of time it would take the action teams to work through the Graduate Profile material and come to agreement on the components of the road maps for their grade span and subject areas. The Graduate Profile instructional road map will be complete by the end of this academic year. Staff will begin offering professional development throughout the district to help sites and individual teachers align the grade level and content area expectations with the competencies of the Graduate Profile.

Also within 1.1, our strategies to increase dual enrollment options for students were highly effective allowing for the first dual enrollment courses to be offered at Cache Creek High School and increasing the number of dual enrollment courses offered at the comprehensive high schools. However, there is still an imbalance of dual enrollment offerings at Woodland High School vs Pioneer High School. Our focus in the coming year will be on eliminating that imbalance so that students at both comprehensive high schools have equitable access to the dual enrollment courses.

Metric 1.16 demonstrates the effectiveness of Action 1.1: The number of students taking college credit courses increased by 8.5% at WHS, 21.1% at PHS and 2% at CCHS.

Our strategies to address Action 1.2 were effective in some areas, but lacking in others. Implementation of UDL has not been consistent district-wide, and PLC work is in its first year of true implementation across the district as a whole. We did not attempt to develop a district-wide equity-based grading policy or implement the Systemic Equity Review findings and recommendations. Our actions to provide internet access and connectivity were effective. We continue to provide Chromebooks to each student and offer hotspots to provide internet access for those students who cannot access the internet from their homes. Anti-bias training was offered to all administrators with a series of 8 workshops, and to all teachers received an overview of unconscious bias during the district-wide PD days.

Our actions to ensure access to a broad course of study for our students were effective. We continue to offer Course-based Independent Study through our FLEX Academy structures to accommodate and include students in our other long-term independent study programs (K8 and ILC) to increase opportunities for students to engage in non-traditional coursework. There was a substantial increase in the number of secondary students requesting to access the FLEX program again this year, which led to there being a waitlist for most of this academic year for 7th-12th graders wanting to transfer into the program. In our comprehensive schools, we began implementation of our newly adopted curriculum for social science and science, and increased the number of dual enrollment course options at our high schools, including Cache Creek.

Metrics: 1.1, 1.7, 1.9, 1.14, and 1.16 demonstrate the effectiveness of Action 1.2:

\*The percentage of students who are “prepared” on the College and Career Indicator increased by 1.4%. Students with Disabilities, English Learners, Two or More Races, and Socioeconomically disadvantaged all increased, with the English Learners showing the most significant growth at 14.9%

\*The overall percentage of students completing a-g requirements declined by .3% and we did not meet the statewide a-g rate, however our Homeless youth, English Learners, and students of Two or More Races all increased their performance, with the English Learners showing the most growth at 8.6%.

\*The number of students completing both a CTE pathway and the a-g requirements increased by 3%.

\*The overall cohort graduation rate decreased by 1.5%, however, the cohort graduation rate at PHS rose by 2%, and the cohort graduation rates for our Migrant students rose by 4.1%, our Homeless youth by 6.9%, and our English Learners by 20%.

\*The number of students taking college credit courses increased by 8.5% at WHS, 21.1% at PHS and 2% at CCHS.

Our strategies to accomplish Action 1.3 were effective. This year we were able to host several additional cultural events proposed and planned by our parent groups, including the opening and naming of our Native Resource Center to Thicha Wole, and our first African American graduation celebration. We also continued to implement our district communication plan through the use of Parent Square and district social media accounts. Our Community and Family Engagement Department and the CAFE Specialists at each site supported district initiatives and families by directly communicating with families and the community regarding district events, workshops, and engagement opportunities on a regular and routine basis.

Metrics: 1.17, 1.19, and 1.20 demonstrate the effectiveness of Action 1.3:

\*The percent of parents who agree or strongly agree that: (a) The school promotes academic success for all students increased by 1%; (b) The school provides opportunities for meaningful student participation remained the same; (c) The school allows input and welcomes parents’ contributions increased by 8%.

\*83% of the parents responding to the CAFE services survey reported the workshops were relevant to their needs and interests. 81% reported they were able to apply what they learned in the workshops. 84% reported they were satisfied overall with the workshops offered this year.

\*CAFE offered a total of 10 college and career-focused workshops this year, an increase of 7 over last year's offerings.

Our strategies to accomplish Action 1.4 were effective. Our Dual Immersion sites participated in PROMESA professional development and collaboration. The facilitators provided instruction and support to implement effective research-based instructional strategies for all teachers at Beamer, Dingle and Prairie. Each school also participated in instructional rounds that were effective in highlighting the strengths and needs at each site, and provided guidance and support for improving best first instruction.

Metrics: 1.21 and 1.22 demonstrate the effectiveness of Action 1.4:

\*We awarded 115 Pathway awards for Biliteracy this year, an increase of 12.7%.

\*We awarded 152 Seals of Biliteracy this year, an increase of 1%.

Our strategies to accomplish Action 1.5 were equal parts effective and ineffective. We were able to offer the first dual enrollment courses at Cache Creek this year. The course began with 17 students enrolled, but by the fifth week, only 3 remained due to a number of complicating factors that made the enrollment process and accessing curriculum more difficult for students than it should have been. We were not able to establish apprenticeship opportunities for students at CCHS because the only CTE pathway on campus is Culinary, and there are no Culinary apprenticeships. However, we were able to provide students with work-based learning opportunities in Culinary such as providing support for the Yolo County Mexican Concilio Scholarship Dinner and catering events on campus.

Metrics: 1.23 and 1.24 demonstrate the effectiveness of Action 1.5:

\*2% of the student population at CCHS enrolled in a dual enrollment course this year. We offered our first dual enrollment courses on the Cache Creek campus this year. 3 students participated for the duration of the first course, and 2 continued on to the second course.

\*There were 3 CTE completers at CCHS in the 23-24 school year. 100% of them were Hispanic/Latino. 2 males and 2 female.

Our strategies to accomplish Action 1.6 have been preliminarily effective. Each school site has developed a strategic plan for expanding access to Visual and Performing Arts for its students and included that plan in its Single Plan for Student Achievement (SPSA). Educational Services staff have worked all Spring to hire additional VAPA teachers based on those strategic plans to be able to expand course offerings and VAPA access during the school day and in the Expanding Minds program during the 25-26 school year.

Metrics: 1.26 and 1.27 demonstrate the effectiveness of Action 1.6:

\*This year 176 6th graders were awarded the VAPA Pathway award.

\*Each of our 17 schools has a VAPA plan to increase the VAPA offerings in their school for 25-26.

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

There are no major changes anticipated for Goal 1 in the next LCAP. Our focus will shift from development to implementation and training in most areas.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Graduate Profile Implementation	<p>Implement a College and Career Readiness roadmap for the Graduate Profile that outlines what lessons and activities at each grade level teachers can use in their classrooms to increase student awareness of college and career options preK-12.</p> <p>Provide professional development to support understanding and awareness of the roadmap. Funding to support this work is allocated in Goal 2, Action 2: Professional Development.</p> <p>Develop specific goals and actions that are aligned to the roadmap and that are identified in each school plan.</p> <p>Each school site shall develop civic-minded and culturally aware students by hosting or participating in at least 1 community-level event each school year that incorporates student voice, choice, and agency that highlights and celebrates the cultures of their campus and community.</p> <p>Continue to increase opportunities for dual enrollment for high school students. Provide student support for registration for college classes at Woodland Community College.</p>	\$1,450.00	No
1.2	Course of Study	Deliver 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 through the implementation of UDL and PLC structures with integrity.	\$4,179,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Develop a district-wide grading policy. Provide professional development on equity-based grading.</p> <p>Provide continuous professional development for all staff on anti-bias and culturally responsive pedagogy.</p> <p>Utilize the findings and recommendations from the Systemic Equity Review as a guide to remove barriers and improve equity of access to programs and participation for under-represented student populations, which include low income students, English learners, and foster/homeless students.</p> <p>Continue to ensure Internet access and connectivity for families to provide students with opportunities for learning at home by providing devices such as Chromebooks and hotspots to support learning. Identify barriers to access and adjust systems and processes to eliminate them.</p> <p>Ensure access to broad course of study. For students in grades 1-5, access and enrollment in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, Physical Education. For students in grades 6-12, access and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education. All students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Physical Education, Science, and Mathematics courses.</p>		
1.3	Family Support and Communication	<p>Maintain and expand opportunities for meaningful participation for historically underserved communities of color, including support for parent groups representative of our diverse community. The student groups most impacted are students who are low income, English learners, and foster/homeless students, including students in Special Education.</p> <p>Continue to implement the WJUSD Communication Plan to ensure frequent, culturally responsive communication through approved District platforms in English and Spanish.</p>	\$682,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Strengthen Biliteracy Programs	<p>Continue to participate in Project PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement) through the end of the grant by providing teacher and parent professional development. PROMESA is specifically designed to support students who are English learners.</p> <p>Sustain systems and structures of Project PROMESA after the grant ends.</p> <p>Continue to develop and expand differentiated staff development to address the needs of DI teachers.</p> <p>Our methodology for including the planned percentage of 6.4% for this action: calculate the cost of the FTE of teachers who teach at the three elementary schools who are participating in the project.</p>	\$40,000.00	Yes
1.5	Career Readiness for Cache Creek High students	<p>Expand college credit options for students at Cache Creek High School.</p> <p>Develop pre-apprenticeship opportunities for students through registered or non-registered programs, so that students can build career readiness, directly supporting students who are low income, English learners, foster/homeless students, and students who are Hispanic/Latino.</p>	\$220,184.00	Yes
1.6	Expand VAPA programs	<p>Develop a strategic Visual and Performing Arts Plan.</p> <p>Provide funding for elementary and secondary music teachers.</p> <p>Expand VAPA offerings for students preK - 12th grade at every school site as outlined in the VAPA plan, including during the expanded learning after school program.</p>	\$145,288.38	No

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address the Top 5 Community Priorities of (1) Academic Intervention and Support, (2) Social-Emotional Support, (3) English Learner Support, and (5) Special Education Support, which were developed in 2020. 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 2023, including statewide summative test scores, chronic absenteeism, and discipline data
- \*Special Education Indicators as outlined in Continuous Improvement Monitoring
- \*Other assessment data including district common assessments and Advanced Placement exams
- \*Local data including secondary grades and course failure rates, reclassification rates, and 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of appropriately credentialed and assigned teachers.	96% of teachers are appropriately credentialed and assigned.	96% of teachers are appropriately credentialed and assigned.	96% of teachers are appropriately credentialed and assigned	Increase by 2%.	Decrease of 10.2%
2.2	Percent of fully credentialed new teachers who return to teach in the district	In 2023-24, 49% of new teachers returned to teach in the district.	In 2024-25, 79% of new teachers returned to teach in the district.	60% of new teachers return to the district	60% of new teachers return to teach in the district.	Increase of 11%
2.3	Percent of teachers by demographic	For the 2023-24 school year, the demographics of the teaching staff: Hispanic/Latino - 150 (31%) White - 276 (57%) Asian - 25 (5%) American Indian/Alaska Native - 3 (.6%) Pacific Islander - 4 (.8%) Filipino - 2 (.4%) Black/African American - 13 (3%) Two or More Races - 2 (.4) Not Reported - 6 (1%)	For the 2024-25 school year, the demographics of the teaching staff: Hispanic/Latino - 186 (34%) White - 305 (55%) Asian - 26 (5%) American Indian/Alaska Native - 4 (.7%) Pacific Islander - 3 (.5%) Filipino - 4 (.7%) Black/African American - 9 (2%) Two or More Races - 8 (1.4%) Not reported - 6 (1%)	The percentage of Hispanic/Latino teachers has increased by 3% to 37%but is far from the district student demographic of 67%	Demographic of teaching staff more closely match the demographics of students in the district.	The percentage of Hispanic/Latino teachers has increased by 3% but is far from the district student demographic of 67%
2.4	Percent of students who have access to instructional materials and supplies.	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials	Maintain 100% access to instructional materials.	No change
2.5	Number of school facilities maintained and in good repair as	For the 2023-24 school year, the Facilities	For the 2024-25 school year, the Facilities	For the 2025-26 school year, the Facilities	All schools have a FIT rating of Good or Exemplary.	3 more schools did not receive Good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the Facilities Inspection Tool	Inspection Tool reports show: Exemplary = 8 schools Good = 7 schools Fair = 1 school Poor = 1 school	Inspection Tool reports show: Exemplary = 7 schools Good = 7 schools Fair = 2 school Poor = 1 school	Inspection Tool reports show: Exemplary = 0 schools Good = 11 schools Fair = 5 schools Poor = 0 school		or Exemplary ratings
2.6	Percent of classrooms that are using state adopted academic content and performance standards for all subject areas	The district has curriculum in 100% of classrooms that supports the state adopted academic content and performance standards in English Language Arts, Mathematics, and History-Social Science.  The district is currently engaging in a science curriculum pilot and adoption process.	The district has curriculum in 100% of classrooms that supports the state adopted academic content and performance standards in English Language Arts, Mathematics, Science, and Social Science.  The district is preparing to engage in a K-12 math adoption in the 2025-26 school year.	The district has curriculum in 100% of classrooms that supports the state adopted academic content and performance standards in English Language Arts, Mathematics, Science, and Social Science.  The district is preparing to engage in a K-12 math adoption in the 2026-27 school year.	100% of classrooms are using state standards in all content areas.	No change
2.7	Number and percent of students that have equitable access to core, advanced programs, and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.	Less than 100% of students have equitable access to core, advanced programs, and least restrictive environment.  The systemic equity review is developing recommendations to	100% of general education students have access to core classes. The Systemic Equity Review (SER) did identify several areas of need including access to Advanced Placement and	SER implementation group has begun its work on grading equity, family engagement policy, culturally responsive mental health services.	100% of students have equitable access.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		address findings in this area.	Dual Enrollment classes, and some electives. Some of the barriers are related to class grade or achievement expectations. More in depth analysis is being conducted as we develop the SER 3 year action blueprint plan.			
2.8	Decrease in the age of the collection at each school library.	Every school library was provided with funds to purchase culturally responsive books during the 2023-24 school year. The average age of the district collections is the year 2000.	The average age of the district collections is the year 2001.	The average age of the district collections is the year 2004.	Improve the age of the library collections at every site by decreasing the average age of the district collections.	The average age of the district collections has improved by 4 years.
2.9	Number and percent of classified staff who attend targeted professional learning opportunities in support of student learning goals.	In 2023-24, the district provided training to classified staff, including inclusivity training for all. The district had three dedicated Wednesdays for training, which was offered to paraprofessionals, library technicians, administrative secretaries and office coordinators, CAFE	From November through March the following training was provided for classified staff:  All Expanding Minds tutors participated in full day trainings in November and March 44 Paraprofessional I attended Regional	"From the beginning of the school year through July the district provided 11 mandatory professional learning opportunities to classified staff. Training was provided as follows:	100% of classified staff participate in professional learning opportunities.	100% of job classifications attended PD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		specialists, and campus security personnel.  The district will establish a procedure to keep track of the number and percent of staff who attend training.	CABE conference February 6  Literacy Paras attended 3 professional development sessions. 12/5 - 19 participants 1/28 -36 participants 2/20 -35 participants  Library Technicians attended 2 training sessions 12/12 - 18 participants 1/24 - 19 participants  ALL Cafe Specialists attended 4 days of professional learning All Office Coordinators, Admin Secretaries, front clerical staff attended 2 days of De-escalation training.	All Staff: Anti Bias Training 165 classified participants (46%)  All Front Office Staff: Health Safety Update training 9/24 10 participants 11/12: 7 participants, (46% total)  All Paraprofessionals: District update training 8/12:169 participants (86%) Paraprofessional I's received 2 days of training on behavior management and supporting multilingual learners. 9/24: 62 participants (87%), 11/12 :52 participants(73%)  All Elementary Para II's: 3 days of department training and updates 11/17: 65 participants (82%)11/18:48		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			21 Secondary Paraprofessional II and Campus Safety Officers attended de-escalation training	<p>participants (61%)  participants, 11/20:42  participants (53%)  11/21:42  Participants (53%)</p> <p>All Cafe Specialists received 1 day professional development on behavior management  11/12:11  participants (79%)  All Library Techs: 2 days literacy and library services training 9/10:16  participants (89%),  9/24:14  participants (78%)</p> <p>All ELOP Tutors: 1 day professional development on behavior management, supporting multi-lingual students, and safety  11/21:47  participants(98%),  11/18: 39  Participants (93%),</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				11/17: 36 Participants(88%)"		
2.10	Number and percent of certificated staff who attend targeted professional learning opportunities in support of student learning goals.	<p>In the 2023-24 school year, the district provided 5 days of professional development, paid at the per diem rate, to all certificated staff.</p> <p>The district will establish a procedure to keep track of the number and percent of staff who attend training.</p>	<p>The district did not have the 5 days of professional development in August 2024. Throughout the year, PD was offered on district Wednesdays, during the school day (ABC-OLE, Literacy in the Disciplines, Science), and after school. Every teacher received training in Unconscious Bias during district Wednesday PD sessions. As of March 2025, there were a total of 54 opportunities for professional development. The district supported teachers who attended trainings provided by Yolo County Office of Education, including the new California Math Framework, and</p>	<p>In the 2025-2026 school year 96% of certificated staff attended professional development.</p> <p>In January the district offered one day of targeted professional learning to all certificated staff designed to increase student achievement. Of the 548 total WJUSD staff, 296 (54%) attended.</p> <p>Additionally, from November through May the district offered the following professional learning opportunities to staff:</p> <p>65 teachers participated over 6 sessions of elementary action teams.</p>	100% of certificated staff participate in professional learning opportunities.	96% of certificated staff attended professional development in the 25-26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			on Civics Education.	<p>21 K-2nd Grade Teachers received assessment training on our adopted reading difficulty risk screener. In total 31 teachers participated throughout the year.</p> <p>10 Administrators received training on reading difficulties risk screener tools From November through May 135 certificated participated over 8 sessions of professional learning focused on high impact instructional strategies and supporting special populations. These occurred on 1/15(10), 1/27(31), 2/19(6), 2/24(23), 3/24(22), 4/28(12), 5/7(21), and 5/14. In total 168 certificated staff participated in</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				<p>these sessions during 25-26. 38 certificated staff participated in training on the newly adopted Science curriculum and Lego tools. 92%(22) of Middle School Science and Social Science teachers participated in literacy training over the course of the 25-26 school year. Dates: 9/16(14), 10/14(14), 2/11(17), 2/20(16) 66%(23) of High School Science and Social Science teachers participated in training on literacy over 3 dates in the course of the 25/26 school year: 9/25(20), 10/23(12), 3/13(7) 144 new teachers and mentors participated in professional learning over 3 dates: 2/2(65),</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				3/2(42), and 4/20(37). The total participation for the year was 301. The 15 members of the Math Leadership Team received training: 12/1, 2/13.		
2.11	Number of coaching and support sessions evidenced by coaching/feedback logs, for new teachers and for experienced teachers	District staff are establishing a common way of logging coaching sessions so that data can be compiled.	<p>From August to November: 70 new teachers received outreach, visits, and coach support</p> <p>30 experienced teachers received visits and coach support 38 teachers received support and coaching from an EL Specialist</p> <p>From November through March the district provided 164 coaching and support sessions to new and experienced teachers.</p>	<p>From August through November 236 support sessions were provided to new teachers and 134 support sessions to experienced teachers. Teachers on special assignment provided 211 support and coaching sessions, and English Learner Specialists provided 181 support and coaching sessions. In total the district office provided 370 support and coaching sessions to new and experienced teachers tracked through a common coaching log.</p>	All new teachers receive 5 coaching/support sessions.	All new teachers received at least one coaching/support session or visit.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Site progress on self-evaluation of Professional Learning Communities using district rubric	Site administrators will do this self-evaluation in June 2024, using the Critical Issues for Team Consideration rubric.	This data will be reported in June 2025.	Average rating of 8.1	Average rating of 7 on all indicators.	Average rating of 8.1, goal met
2.13	Implementation of data analysis protocol three times a year at every school site and with every teacher	Every site was provided with funds for every teacher to meet three times during the year, but not every teacher participated.	Districtwide, as of March 2025, 206 PLC data analysis have taken place.	All sites met in PLC teams at least 5 times, as of May 2026	All teachers meet at least 3 times per year to review student data in PLC teams.	This will be updated in June
2.14	Performance level on the ELA and Math Academic Indicator	<p>The ELA and Math Academic Indicators on the Fall 2023 Dashboard show a performance level of Orange for English Language Arts and Orange for Math.</p> <p>For ELA, the performance levels by student group:  Red: English Learners, Foster Youth, Homeless  Orange: Hispanic, socioeconomically disadvantaged, students with disabilities  Yellow: African American  Green: Asian, Two or More Races, White  Blue: Filipino</p>	<p>The ELA and Math Academic Indicators on the Fall 2024 Dashboard show a performance level of Orange for English Language Arts and Orange for Math.</p> <p>For ELA, the performance levels by student group:  Red: English Learners, Foster Youth, Homeless, LTEL, Students with disabilities  Orange: African American, Hispanic, Two or more races, socioeconomically disadvantaged</p>	<p>The ELA and Math Academic Indicators on the Fall 2025 Dashboard show a performance level of Orange for English Language Arts and Orange for Math.</p> <p>For ELA, the performance levels by student group:  Orange: English Learners, Hispanic, Homeless, LTEL, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities</p>	Performance level of Green for ELA and Math Academic Indicator for all schools and all student groups.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>There is no performance level reported for American Indian and Pacific Islander students due to the small size of the student group.</p> <p>For Math, the performance levels by student group: Red: English Learners, Homeless Orange: African American, Foster Youth, Hispanic, Socioeconomically disadvantaged, students with disabilities Yellow: Two or More Races Green: Asian, Filipino, White</p> <p>There is no performance level reported for American Indian and Pacific Islander students due to the small size of the student group.</p> <p>Schools/student groups with a performance level of Red:  *Dingle - ELA</p>	<p>Yellow: Asian Green: White Blue: Filipino</p> <p>There is no performance level reported for American Indian, Filipino, and Pacific Islander students due to the small size of the student group.</p> <p>For Math, the performance levels by student group: Red: Foster Youth, LTEL, Homeless Orange: African American, Asian, English Learners, Hispanic, Socioeconomically disadvantaged, students with disabilities Yellow: Two or More Races Green: White</p> <p>There is no performance level reported for American Indian, Filipino, and Pacific Islander</p>	<p>Yellow: African American, Foster Youth Green: Asian, White</p> <p>There is no performance level reported for American Indian, Filipino, and Pacific Islander students due to the small size of the student group.</p> <p>For Math, the performance levels by student group: Red: African American, English Learners, LTEL, Students with Disabilities Orange: Foster Youth, Hispanic, Homeless, Two or More Races, Socioeconomically disadvantaged Yellow: Asian, White</p> <p>There is no performance level reported for American Indian, Filipino, and Pacific Islander students due to the</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Whitehead - ELA and Math *Woodland High - ELA and Math *English Learners - ELA and Math *Foster Youth - ELA *Homeless students - ELA and Math	students due to the small size of the student group.  Schools/student groups with a performance level of Red:  *Dingle - Math *Lee - Math *Whitehead - Math  *English Learners - ELA *Foster Youth - ELA and Math *Homeless students - ELA and Math *Long Term EL - ELA and Math *Students with Disabilities - ELA	small size of the student group. Schools/student groups with a performance level of Red: *Dingle - Math *Woodland High - Math *Whitehead - ELA *African American - Math *English Learners - Math *Long Term EL - Math *Students with Disabilities - Math		
2.15	Performance level on the English Learner Progress Indicator  Schools with a performance level of Red on the ELPI: *Gibson Elementary *Lee Middle *Pioneer High *Woodland High	On the 2023 California School Dashboard, the English Learner Progress Indicator shows that 45.4% of our English Learners are making progress toward English language proficiency.	The English Learner Progress Indicator for 2024 shows that 47% of our English Learners are making progress toward English language proficiency. The district performance level	The English Learner Progress Indicator for 2025 shows that 48.3% of our English Learners are making progress toward English language proficiency.	Performance level of Green for the English Learner Progress Indicator for all schools.	Maintained Yellow

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The district performance level for this indicator is Orange.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 43.3%            ELs who maintained level 4: 2.1%            ELs who maintained levels 1 - 3H: 34.3%            ELs who decreased at least one level: 20.4%</p> <p>Schools with a performance level of Red on the ELPI:            *Gibson Elementary            *Lee Middle            *Pioneer High            *Woodland High</p>	<p>for this indicator is Yellow.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 46.6%            ELs who maintained level 4: 0.4%            ELs who maintained levels 1 - 3H: 34.8%            ELs who decreased at least one level: 18.2%</p> <p>Schools with a performance level of Red on the ELPI:            * Beamer Elementary            *Gibson Elementary</p>	<p>The district performance level for this indicator is Yellow.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 48.4%            ELs who maintained level 4: 0.1%            ELs who maintained levels 1 - 3H: 34.9%            ELs who decreased at least one level: 16.6%</p> <p>Schools with a performance level of Red on the ELPI:            Freeman Elementary</p>		
2.16	Percent of students in both the Meets and Exceeds Standards level on SBAC English Language Arts.	The percentage of students at the Meets and Exceeds Standards level in Spring 2023 SBAC testing for ELA was 38%.	The percentage of students at the Meets and Exceeds Standards level in Spring 2024 SBAC testing for ELA	The percentage of students at the Meets and Exceeds Standards level in Spring 2025 SBAC testing for ELA	Increase by 10%.	Increase of .98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 46.6%</p> <p>2022-23 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:  English Learners 3.3%  African American students 29.6%  Homeless youth 19.5%  Foster youth *  R-FEP(reclassified) students 48.5%  Migrant students 23.9%  Students with disabilities 11%</p>	<p>was 38.98%, which is an increase of almost 1%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 47%.</p> <p>2023-24 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:  English Learners 4.96%  African American students 33.75%  Homeless youth *  Foster youth *  R-FEP(reclassified) students 48.66%  Migrant students 28.47%  Students with disabilities 11.6%</p>	<p>was 38.98%, which is an increase of almost 1%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for ELA was 47%.</p> <p>2023-24 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:  English Learners 4.96%  African American students 33.75%  Homeless youth *  Foster youth *  R-FEP(reclassified) students 48.66%  Migrant students 28.47%  Students with disabilities 11.6%</p>		
2.17	Percent of students in both the Meets and	The percentage of students at the Meets	The percentage of students at the	"The percentage of students at the	Increase by 10%.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Exceeds Standards level on SBAC Math.	<p>and Exceeds Standards level in Spring 2023 SBAC testing for Math was 24.8%.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 34.6%</p> <p>2022-23 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:  English Learners 3.8%  African American students 14.8%  Homeless youth 16%  Foster youth *  R-FEP(reclassified) students 25.5%  Migrant students 15.9%  Students with disabilities 9%</p>	<p>Meets and Exceeds Standards level in Spring 2024 SBAC testing for Math was 24.89%, which represents no growth or decline.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 36%</p> <p>2023-24 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:  English Learners 4.57%  African American students 19.52%  Homeless youth *  Foster youth *  R-FEP(reclassified) students 23.18%</p>	<p>Meets and Exceeds Standards level in Spring 2025 SBAC testing for Math was 24.89%, which represents no growth or decline.</p> <p>The statewide percentage of students at the Meets and Exceeds Standards level for Math was 36%</p> <p>2023-24 performance (percentage of students at the Meets and Exceeds Standards level) for student groups was as follows:  English Learners 4.57%  African American students 19.52%  Homeless youth *  Foster youth *  R-FEP(reclassified) students 23.18%</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Migrant students 13.58% Students with disabilities 9.82%	Migrant students 13.58% Students with disabilities 9.82%"		
2.18	Average scale score and level for California Spanish Assessment	For the California Spanish Assessment given in Spring 2023, the average scale score and level by grade:  3rd grade: 341.8 (level 1) 4th grade: 445 (level 1) 5th grade: 545.2 (level 1) 6th grade: 645.1 (level 1) 7th grade: 737.5 (level 1) 8th grade: 840.7 (level 1)	For the California Spanish Assessment given in Spring 2024, the average scale score and level by grade:  3rd grade: 340.7 (level 1) 4th grade: 443 (level 1) 5th grade: 545.3 (level 1) 6th grade: 645.4 (level 1) 7th grade: 737.6 (level 1) 8th grade: 840.9 (level 1)	For the California Spanish Assessment given in Spring 2025, the average scale score* and level by grade:  3rd grade: 243.6 (level 1) 4th grade: 247.5 (level 2) 5th grade: 245.2 (level 1) 6th grade: 245.2 (level 1) 7th grade: 248.8 (level 1) 8th grade: 246.9 (level 1)  The 2024–25 scale scores should not be compared to any previous administrations as the test blueprint has changed for 2024–25.	Increase the average scale score at all grades to Level 2.	No change
2.19	Performance level on district common assessments in English Language Arts and Math, and Spanish	Elementary students in grades K-6 take the iReady diagnostic assessment. For the Spring test	Elementary students in grades K-6 take the iReady diagnostic assessment. For	"Elementary students in grades K-6 take the iReady diagnostic assessment. For	For iReady, increase the percentage of students at grade	Elementary: Increase of 2% in Reading No change in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Arts for Dual Immersion classrooms	<p>administration, the results below:</p> <p>Reading: 4,790 students tested Mid/Above Grade Level = 22% Early On Grade Level = 18% 1 Grade Level Below = 34% 2 Grade Levels Below = 11% 3 or More Grade Levels Below = 14%</p> <p>Overall, there was an increase of 18% in the number of students at grade level, compared to the Fall Diagnostic.</p> <p>Math: 3,677 students tested Mid/Above Grade Level = 13% Early On Grade Level = 18% 1 Grade Level Below = 46% 2 Grade Levels Below = 12% 3 or More Grade Levels Below = 10%</p> <p>Overall, there was an increase of 20% in the</p>	<p>the Spring 2025 test administration, the results below:</p> <p>Reading: 4,683 students tested Mid/Above Grade Level = 22% Early On Grade Level = 19% 1 Grade Level Below = 32% 2 Grade Levels Below = 13% 3 or More Grade Levels Below = 14%</p> <p>Overall, there was an increase of 19% in the number of students at grade level, compared to the Fall Diagnostic.</p> <p>Math: 4,611 students tested Mid/Above Grade Level = 16% Early On Grade Level = 17% 1 Grade Level Below = 44% 2 Grade Levels Below = 12%</p>	<p>the Spring 2026 test administration, the results below:</p> <p>Reading: 4,503 students tested Mid/Above Grade Level = 24% Early On Grade Level = 20% 1 Grade Level Below = 32% 2 Grade Levels Below = 11% 3 or More Grade Levels Below = 13%</p> <p>Math: 4,611 students tested Mid/Above Grade Level = 16% Early On Grade Level = 18% 1 Grade Level Below = 44% 2 Grade Levels Below = 12% 3 or More Grade Levels Below = 10%</p> <p>For the Assessment for Spanish Reading given at the elementary dual immersion</p>	<p>level or above by 10%.</p> <p>For the Assessment for Spanish Reading, increase the percentage of students meeting standard by 10%.</p> <p>For the SBAC interim assessments, decrease the percentage of students below standard by 10%.</p>	<p>Decrease of 2 % on Assessment for Spanish Reading</p> <p>Secondary ELA (fewer students than the previous year took the assessments): 7th grade increased by 4% in the number of students Above Standard</p> <p>8th grade decreased by 8%% in the number of students Above Standard</p> <p>High School decreased by 7% in the number of students Above Standard</p> <p>Secondary Math: 7th and 8th grade increased by 10% in the number of students Above Standard</p> <p>High School had no change in the</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>number of students at grade level, compared to the Fall Diagnostic.</p> <p>For the Assessment for Spanish Reading given at the elementary dual immersion schools, the end of year administration, with 986 students testing: Met Standard: 186 students (19%) Partially Met Standard: 441 students (45%) Not Met Standard: 359 students (36%)</p> <p>Secondary students took the Smarter Balanced Interim Assessments.</p> <p>Reading 7th grade: Read Literary Text (1163 tested) Above Standard = 16% Near Standard = 50% Below Standard = 32%</p> <p>8th grade: Read Literary Text (390 tested) Above Standard = 29% Near Standard = 48% Below Standard = 21%</p>	<p>3 or More Grade Levels Below = 11%</p> <p>Overall, there was an increase of 20% in the number of students at grade level, compared to the Fall Diagnostic.</p> <p>For the Assessment for Spanish Reading given at the elementary dual immersion schools, the end of year administration, with 815 students testing: Met Standard: 162 students (20%) Partially Met Standard: 361 students (44%) Not Met Standard: 292 students (36%)</p> <p>Secondary students took the Smarter Balanced Interim Assessments.</p>	<p>schools, the end of year administration, with 993 students testing: Mid/Above Grade Level = 17% Early On Grade Level = 23% 1 Grade Level Below = 23% 2 Grade Levels Below = 17% 3 or More Grade Levels Below = 20%</p> <p>Secondary students took the Smarter Balanced Interim Assessments. Reading 7th grade: Read Literary Text (688 tested) Above Standard = 20% Near Standard = 53% Below Standard = 25%</p> <p>8th grade: Make and Support Inferences (395 tested)</p>		<p>number of students Above Standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>High School: Informational Text (958 tested) Above Standard = 33% Near Standard = 36% Below Standard = 29%</p> <p>Math 7th grade: Ratios and Proportional Relationships (494 tested) Above Standard = 8% Near Standard = 47% Below Standard = 43%</p> <p>8th grade: Expressions and Equations (158 tested) Above Standard = 15% Near Standard = 41% Below Standard = 42%</p> <p>Math I: Solve Equations and Inequalities: Linear and Exponential (913 tested) Above Standard = 2% Near Standard = 15% Below Standard = 82%</p>	<p>Reading 7th grade: Read Literary Text (575 tested) Above Standard = 33% Near Standard = 43% Below Standard = 23%</p> <p>8th grade: Read Literary Text (286 tested) Above Standard = 58% Near Standard = 28% Below Standard = 12%</p> <p>High School: Informational Text (498 tested) Above Standard = 26% Near Standard = 39% Below Standard = 33%</p> <p>Math 7th grade: Ratios and Proportional Relationships (530 tested)</p>	<p>Above Standard = 21% Near Standard = 53% Below Standard = 25% High School: Informational Text (1239 tested) Above Standard = 37% Near Standard = 39% Below Standard = 23%</p> <p>Math 7th grade: Ratios and Proportional Relationships (524 tested) Above Standard = 15% Near Standard = 44% Below Standard = 40%</p> <p>8th grade: Functions (387 tested) Above Standard = 9% Near Standard = 28% Below Standard = 62%</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Above Standard = 18%</p> <p>Near Standard = 39%</p> <p>Below Standard = 42%</p> <p>8th grade: Expressions and Equations (299 tested)</p> <p>Above Standard = 25%</p> <p>Near Standard = 45%</p> <p>Below Standard = 30%</p> <p>Math I: Solve Equations and Inequalities: Linear and Exponential (1030 tested)</p> <p>Above Standard = 1%</p> <p>Near Standard = 13%</p> <p>Below Standard = 84%</p>	<p>Math I: Solve Equations and Inequalities: Linear and Exponential (988 tested)</p> <p>Above Standard = 2%</p> <p>Near Standard = 16%</p> <p>Below Standard = 81%"</p>		
2.20	Number of schools implementing three lessons focused on Social-Emotional Learning per month	School sites have used the data from the universal screeners to identify and implement Tier I and II interventions to support the identified needs. At the elementary sites	Schools sites will be utilizing their spring universal screening data to identify Tier I and II interventions for area of focus. Some school sites	School sites are implementing 1-4 SEL lesson per month.	All school sites are implementing three SEL lessons in every classroom every month.	All schools are implementing at least 1 SEL lesson per month

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		counselors have identified monthly focus areas and are providing monthly lessons.	are implementing Tier I lessons. Elementary counselors are supporting implementation of SEL lessons.			
2.21	Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor	As of March 2024, there have been 106 small groups offered in 6-8 week cycles supporting students' SEL needs. The groups are focused on various topics including social skills and self empowerment, managing stress and anxiety and self-regulation.	As of March 2025, school sites offered 175 small groups provided in 6-8 week cycles supporting students' SEL needs. The groups are focused on various topics including organization skills, stress and anxiety, time management, conflict management, friendship and self-empowerment.	As of March 2026, elementary and secondary school sites have offered 118 small groups that are provided in 6-8 week cycles supporting students' SEL needs. The groups include topics such as managing anxiety, friendship groups, conflict management, etc.	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 there are at least two 6-8 week cycles per counselor.	Decrease in small group sessions by 57 small groups.
2.22	95% Participation rate for California Assessment of Student Performance and Progress (CAASPP) ELA and Math, for all student groups.	In 2022-23, the participation rate for all student groups is as follows:  ELA Participation All students = 97% EL = 98% Foster = 97% Homeless = 92% SED = 97% SWD = 93%	In 2023-24, the participation rate for all student groups is as follows:  ELA Participation All students = 97% LTEL = 95% EL = 98% Foster = 85% Homeless = 85%	"In 2024-25, the participation rate for all student groups is as follows:  ELA Participation All students = 97% LTEL = 98% EL = 98% Foster = 95% Homeless = 94%	Meet the 95% statewide target for participation rate for all student groups.	Participation rate not met for Homeless, African American, American Indian for ELA and SWWD and Am Indian for Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Af American = 90%</p> <p>Am Indian = 90%</p> <p>Asian = 99%</p> <p>Filipino = 100%</p> <p>Hispanic = 99%</p> <p>Native Hwn = 100%</p> <p>White = 95%</p> <p>Two/More Races = 95%</p> <p>Math Participation</p> <p>All students = 97%</p> <p>EL = 98%</p> <p>Foster = 93%</p> <p>Homeless = 90%</p> <p>SED = 96%</p> <p>SWD = 92%</p> <p>Af American = 90%</p> <p>Am Indian = 90%</p> <p>Asian = 99%</p> <p>Filipino = 100%</p> <p>Hispanic = 97%</p> <p>Native Hwn = 100%</p> <p>White = 95%</p> <p>Two/More Races = 92%</p>	<p>SED = 97%</p> <p>SWD = 93%</p> <p>Af American = 90%</p> <p>Am Indian = 89%</p> <p>Asian = 99%</p> <p>Filipino = 96%</p> <p>Hispanic = 97%</p> <p>Native Hwn = 95%</p> <p>White = 97%</p> <p>Two/More Races = 98%</p> <p>Math Participation</p> <p>All students = 97%</p> <p>LTEL = 96%</p> <p>EL = 98%</p> <p>Foster = 85%</p> <p>Homeless = 89%</p> <p>SED = 97%</p> <p>SWD = 93%</p> <p>Af American = 91%</p> <p>Am Indian = 89%</p> <p>Asian = 98%</p> <p>Filipino = 96%</p> <p>Hispanic = 97%</p> <p>Native Hwn = 96%</p> <p>White = 96%</p> <p>Two/More Races = 98%</p>	<p>SED = 97%</p> <p>SWD = 97%</p> <p>Af American = 96%</p> <p>Am Indian = 92%</p> <p>Asian = 100%</p> <p>Filipino = 95%</p> <p>Hispanic = 97%</p> <p>Native Hwn = 100%</p> <p>White = 97%</p> <p>Two/More Races = 96%</p> <p>Math Participation</p> <p>All students = 97%</p> <p>LTEL = 97%</p> <p>EL = 98%</p> <p>Foster = 95%</p> <p>Homeless = 95%</p> <p>SED = 97%</p> <p>SWD = 94%</p> <p>Af American = 96%</p> <p>Am Indian = 92%</p> <p>Asian = 99%</p> <p>Filipino = 95%</p> <p>Hispanic = 97%</p> <p>Native Hwn = 100%</p> <p>White = 97%</p> <p>Two/More Races = 96%"</p>		
2.23	Number and percent of students who are chronically absent	The rate of chronic absenteeism reported for 2022-23 by the California Department	The rate of chronic absenteeism reported for 2023-24 by the	"The rate of chronic absenteeism reported for 2024-	Performance level of Green for the Chronic Absenteeism	Declined to Orange; decrease in chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>of Education (most recent data) is 28.5%, which is equivalent to 6,508 students. This is an 8.1% decline from the previous year.</p> <p>Rates for each student group are as follows:  African American - 39.3% (112 students total)  Homeless - 64.4% (90 students total)  Foster Youth - 30% (50 students total)  Students with Disabilities - 35.3% (1,263 students total)  Two or More Races - 25.1% (319 students total)  Socioeconomically Disadvantaged - 32% (4,905 students total)  American Indian - 26.9% (26 students total)  White - 22.9% (1,100 students total)  Hispanic - 30.5% (4,440 students total)  English Learners - 30.9% (1,836 students total)  Asian - 21.1% (432 students total)</p>	<p>California Department of Education (most recent data) is 22.9%, which is equivalent to 2176 students. This is an 5.6% decline from the previous year.</p> <p>Rates for each student group are as follows:  African American - 36.1% (122 students total)  Homeless - 64% (100 students total)  Foster Youth - 42.6% (47 students total)  Students with Disabilities - 27.4% (1,345 students total)  Two or More Races - 22.4% (362 students total)  Socioeconomically Disadvantaged - 26.9% (4,978 students total)</p>	<p>25 by the California Department of Education (most recent data) is 22.1%, which is equivalent to 1419 students. This is an 0.8% decline from the previous year. This data is for TK-8th grade students only.</p> <p>-----  Rates for each student group are as follows:  African American - 43.6% (101 students total)  Homeless - 45.8% (131 students total)  Foster Youth - 50% (44 students total)  Students with Disabilities - 27.5% (1,373 students total)  Two or More Races - 17.5% (389 students total)  Socioeconomically Disadvantaged -</p>	Indicator for all schools and all student groups.	absenteeism rate of .8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Filipino - 25.6 % (39 student total)</p> <p>Schools/student groups with a performance level of Red:</p> <p>*Asian students</p> <p>*Homeless students</p>	<p>American Indian - 33.3% (21 students total)</p> <p>White - 17.5% (1,069 students total)</p> <p>Hispanic - 24.8% (4,408 students total)</p> <p>English Learners - 23.6% (1,803 students total)</p> <p>Asian - 12.2% (441 students total)</p> <p>Filipino - 16.2% (37 student total)</p> <p>New Subgroups:</p> <p>Pacific Islander - 30.2% (43 students)</p> <p>Long-Term English Learners - 36.8% (223 students total)</p> <p>Schools/student groups with a performance level of Red:</p> <p>*Douglass Middle</p> <p>*Foster Youth</p> <p>*Homeless</p> <p>*Long Term English Learners</p>	<p>26.3% (4,811 students total)</p> <p>American Indian - 28.6% (14 students total)</p> <p>White - 14.6% (1,065 students total)</p> <p>Hispanic - 24.8% (4,285 students total)</p> <p>English Learners - 23.3% (1,668 students total)</p> <p>Asian - 13.2% (479 students total)</p> <p>Filipino - 9.1% (33 students total)</p> <p>Pacific Islander - 32.1% (53 students)</p> <p>Long-Term English Learners - 37.3% (169 students total)</p> <p>-----</p> <p>Schools/student groups with a performance level of Red:</p> <p>*Dingle Elementary</p> <p>*Freeman Elementary</p> <p>*Whitehead Elementary</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				*Tafoya Elementary *Maxwell Elementary *Prairie Elementary ----- *Foster Youth *Black or African American *Native Hawaiian or Pacific Islander *English Learners *Students with Disabilities *Hispanic or Latino *Long-term English Learners"		
2.24	Attendance rate for all schools.	For the month ending April 2024, the percentage of attendance for each school is as follows: Beamer 94.36%, Dingle 92.92%, Freeman 91.98%, Gibson 92.88%, Maxwell 92.83%, Plainfield 94.25%, Spring Lake 95.17%, Tafoya 91.68%, Whitehead 90.04%, Prairie 93.54%, Zamora 95.49%, Douglass 92.98%, Lee 95.77%, Pioneer 94.18%,	For the month ending March 2025, the percentage of attendance for each school is as follows: Beamer 94.57%, Dingle 91.95%, Freeman 89.95%, Gibson 91.36%, Maxwell 92.84%, Plainfield 93.13%, Spring Lake 95.61%, Tafoya 91.50%, Whitehead 89.02%, Prairie 92.23%,	For the month ending March 2026, the percentage of attendance for each school is as follows: Beamer 95.32%, Dingle 92.60%, Freeman 92.05%, Gibson 92.20%, Maxwell 93.09%, Plainfield 94.45%, Spring Lake 96.77%, Tafoya 93.42%, Whitehead 90.83%, Prairie 94.05%,	All school sites have a 95% attendance rate, and schools above 95% increase by .5%.	Two schools have a 95% attendance rate- no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Woodland 95.61%, Cache Creek 97.82%	Zamora 94.55%, Douglass 93.22%, Lee 91.87%, Pioneer 93.48%, Woodland 96.05%, Cache Creek 68.63%	Zamora 94.92%, Douglass 93.30%, Lee 91.52%, Pioneer 92.31%, Woodland High 92.16%, Cache Creek 74.76%		
2.25	Percent of students who perceive the school as safe or very safe (sense of safety)	On the California Healthy Kids Survey given in February 2024, the following are the percent of students by grade level who perceive the school as safe or very safe: 5th grade - 67% 7th grade - 49% 9th grade - 48% 11th grade - 45% CCHS - 84%	On the California Healthy Kids Survey given in February and March 2025, the following are the percentages of students by grade level who perceive the school as safe or very safe: 5th grade - 69% 7th grade - 50% 9th grade - 55% 11th grade - 59% CCHS - 69%	"On the California Healthy Kids Survey given in January and February 2026, the following are the percentages of students by grade level who perceive the school as safe or very safe: 5th grade - 71% 7th grade - 56% 9th grade - 52% 11th grade - 62% CCHS - 69%"	Increase by 5%. Each school site creates a plan of action within the school plan to improve student perception of school safety.	5th: increase of 2% 7th: increase of 7% 9th: increase of 4% 11th: increase of 17% CCHS: decrease of 2%
2.26	Percent of students reporting Agree or Strongly Agree for School Connectedness (high level of student connectedness)	On the California Healthy Kids Survey given in February 2024, the following are the percent of students by grade level who report a high level of school connectedness: 5th grade - 67% 7th grade - 52% 9th grade - 46% 11th grade - 42% CCHS - 66%	On the California Healthy Kids Survey given in February and March 2025, the following are the percentages of students by grade level who report a high level of school connectedness: 5th grade - 69% 7th grade - 54%	"On the California Healthy Kids Survey given in January and February 2026, the following are the percentages of students by grade level who report a high level of school connectedness: 5th grade - 68% 7th grade - 58%	Increase by 5%.	5th: increase of 1% 7th: increase of 6% 9th: increase of 4% 11th: increase of 12% CCHS: decrease of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			9th grade - 47% 11th grade - 48% CCHS - 58%	9th grade - 50% 11th grade - 54% CCHS - 64%"		
2.27	Number of expulsions.	The expulsion rate for the 2022-23 school year was .03% which represents a total of 3 expulsions.  As of June 2024, there are 5 expulsions.	As of March 2025, there have been 6 expulsions.	As of March 2026, there has been 3 expulsions.	Decrease expulsions to 0.	Decrease of 2 expulsions
2.28	Suspension rate, reported by student group.  *Students with Disabilities *African American students	In 2022-23, the suspension rate district-wide was 6.6%.  By student group, the suspension rate is as follows: African American 10.4%, American Indian 11.6%, Asian 2.1%, Filipino 0%, Hispanic 7.3%, Pacific Islander 0%, White 5.7%, Two or More Races 6.1%, English Learners 5.9%, Foster Youth 17.4%, Homeless Youth 12.7%, Migrant Education 5.5%, Socioeconomically Disadvantaged 7.5%,	In 2023-24, the district-wide suspension rate was 6%. This was a decrease of 0.6%.  By student group, the suspension rate is as follows: African American 12.1%, American Indian 13.5%, Asian 2.4%, Filipino 5.3%, Hispanic 6.4%, Pacific Islander 3.4%, White 5.2%, Two or More Races 4.6%, English Learners 5.6%, Foster Youth 11.8%,	In 2024-25, the district-wide suspension rate was 6.4%. This was an increase of 0.4%. This data is for students in TK-12th grade.  ----- By student group, the suspension rate is as follows: African American 13.1%, American Indian 14.3%, Asian 1.8%, Filipino 1.9%, Hispanic 6.8%, Pacific Islander 2.7%, White 6.1%, Two or More Races 7.5%, English Learners 6.9%,	Performance level of Green on the Suspension Rate Indicator, with a rate of 4.5% or less overall and for all student groups.  Elementary schools have a rate of 3% or less. Middle schools have a rate of 8% or less. High schools have a rate of less than 6%.	Declined from Yellow Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities 8.8%</p> <p>cccccc</p>	<p>Homeless Youth 9.1%, Migrant Education 5.5%, Socioeconomically Disadvantaged 6.8%, Students with Disabilities 8.7% New Category: Long-Term English Learners 15.9%</p> <p>The performance level is Yellow on the California School Dashboard. At the district level, American Indian, Students with Disabilities, and African American students are Red on the Suspension Rate Indicator. Woodland Prairie and Lee Middle School also received a performance level of Red.</p> <p>Schools/student groups that received a performance level of Red:</p>	<p>Foster Youth 13.6%, Homeless Youth 7.5%, Migrant Education NO DATA Socioeconomically Disadvantaged 7.4%, Students with Disabilities 9.4% Long-Term English Learners 17.3%</p> <p>-----</p> <p>The performance level is Orange on the California School Dashboard. Schools that received a performance level of Red: *Cache Creek High *Dingle Elementary *Freeman Elementary *Douglass Middle *Gibson Elementary *Woodland Senior High -----</p> <p>Student Subgroups that received a</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> <li>*Lee Middle</li> <li>*Prairie Elementary</li> <li>*African American</li> <li>*American Indian</li> <li>*Students with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>performance level of Red:</li> <li>*Black or African American</li> <li>*American Indian or Alaska Native</li> <li>*Students with Disabilities</li> <li>*Long-Term English Learners</li> <li>*Foster Youth</li> <li>*Two or More Races</li> </ul>		
2.29	Percent of students reporting an anti-bullying climate at school (5th grade) on the California Healthy Kids Survey; Percent reporting having experienced harassment or bullying (7, 9, and 11th grade)	On the 2023-24 California Healthy Kids Survey, the percent of 5th graders reporting an anti-bullying climate at school is 66%. The percent of students reporting having experienced any harassment or bullying is: 7th grade - 34% 9th grade - 27% 11th grade - 20% CCHS - 4%	On the 2024-25 California Healthy Kids Survey, the percentage of 5th graders reporting an anti-bullying climate at school is 67%. The percent of students reporting having experienced any harassment or bullying is: 7th grade - 35% 9th grade - 23% 11th grade - 21% CCHS - 10%	"On the 2025-26 California Healthy Kids Survey, the percentage of 5th graders reporting an anti-bullying climate at school is 70%. The percent of students reporting having experienced any harassment or bullying is: 7th grade - 41% 9th grade - 30% 11th grade - 34% CCHS - 49%"	Increase by 5% for the percent of 5th graders reporting an anti-bullying climate and decrease by 3% for students reporting having experienced harassment or bullying at all other grades and 2% for CCHS.	5th: increase of 7% 7th: increase of 3% 9th: increase of 3% 11th: increase of 14% CCHS: increase of 44%%
2.30	Percent of Kindergarten and 1st grade students on grade level or above on iReady assessment in Phonics, High Frequency Words, and Vocabulary	On the Spring 2024 iReady results... Kindergarten: Phonics = 62% High Frequency Words = 57% Vocabulary = 52%	On the Spring 2025 iReady results... Kindergarten: Phonics = 60% High Frequency Words = 48%	"On the Spring 2026 iReady results... Kindergarten: Phonics = 60% High Frequency Words = 51%	75% of students in Kindergarten and 80% of students in 1st grade are on grade level or above in Phonics,	Kindergarten: No change in Phonics and HFW, increase in Vocabulary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st grade: Phonics = 46% High Frequency Words = 60% Vocabulary = 37%	Vocabulary = 54%  1st grade: Phonics = 51% High Frequency Words = 60% Vocabulary = 40%	Vocabulary = 56%  1st grade: Phonics = 46% High Frequency Words = 59% Vocabulary = 43%"	HFW, and Vocabulary.	1st grade: No change in Phonics, Increase in Vocabulary, a decline for HFW
2.31	Number of early literacy instructional rounds conducted each year	There were no early literacy instructional rounds conducted in 2023-24.	The walkthrough tool for early literacy instructional rounds has been developed by the district's early literacy consultants. Instructional rounds will begin in Fall 2025.	District and school site administrators have engaged in instructional walkthroughs across all grades and subject areas. Over 982 walkthroughs have been conducted, and while almost 30% of the walkthroughs were in language arts classrooms, early literacy walkthroughs did not explicitly occur.	Three cycles of early literacy instructional rounds occur at every school site.	No change
2.32	Chronic absenteeism rate for Foster/Homeless students	For 2022-23, the chronic absenteeism rate for all students was 28.5%, and the rate for Foster students was 30% and for Homeless students was 64.4%.	For 2023-24, the chronic absenteeism rate for all students was 22.9%, and the rate for Foster students was 42.6% and for Homeless students was 64%.	For 2024-25, the chronic absenteeism rate for all students was 22.1%, and the rate for Foster students was 50% and for Homeless students was 45.8%.	The chronic absenteeism rate for Foster decreases by 5% and for Homeless students decreases by 10%. Foster and Homeless students receive a performance level of Green on the	Foster: increase of 20% Homeless: decrease of 18.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CA School Dashboard.	
2.33	Graduation rate for Foster and Homeless students	The 2022-23 Graduation rate for Foster students was 100% and for Homeless students was 70.4%.	The 2023-24 Graduation rate for Foster students was 91.7%, and for Homeless students, it was 78.3%.	The 2024-25 Graduation rate for all students was 91.4%, and the rate for Foster students was not reportable due to only having 9 students in the data set. Fewer than 11 students, the data is not displayed. The graduation rate for Homeless students (27 students), it was 63%.	Maintain above 90% graduation rate for Foster students and increase the graduation rate for Homeless students by 10%. Performance level of Green on the CA School Dashboard.	Foster: decrease of 8.3% (no reportable change) Homeless: Decrease of 7.4%%
2.34	Number of programs and services that are developed and provided to students in Special Education and unduplicated (low income, English Learner, foster, homeless, migrant) students.	The district offers programs such as Youth Leadership Camp, the Expanding Minds after school program and summer program, GATE and enrichment programs after school and during the summer, and Extended School Year, which are developed to address the needs of students in Special Education and unduplicated students.	The district offers programs such as Youth Leadership Camp, the Expanding Minds after school program and summer program, GATE and enrichment programs after school and during the summer, and Extended School Year, which are developed to address the needs of students in	The district offers programs such as Youth Leadership Camp, the Expanding Minds after school program and summer program, GATE and enrichment programs after school and during the summer, and Extended School Year, which are developed to address the needs of students in	All unduplicated students, including low income, English learner, foster youth, homeless youth, and migrant students, receive priority enrollment in programs developed to address their needs.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Special Education and unduplicated students. Students who are unduplicated receive priority enrollment for these programs.	Special Education and unduplicated students. Students who are unduplicated receive priority enrollment for these programs.		
2.35	Parent/family participation in programs and opportunities for students with special needs.	Parents participate in the Special Education Parent Advisory Committee, which meets quarterly during the 23-24 school year. There are 12-14 different families regularly attending. Each school site strives to have a designated family representative. WJUSD has 3 parent participants on the Yolo County Community Advisory Committee (CAC).	20 parents participated in the Special Education Parent Advisory Committee meeting in May 2025. There are 2 members from Woodland who attend the Yolo County Community Advisory Committee (CAC) meetings.	Parent participated in the Special Education Parent Advisory Committee meeting as follows: March 2026: 14 May 2026: 11. There are 2 members from Woodland who attend the Yolo County Community Advisory Committee (CAC) meetings.	Increase by 10% the number of parents who attend the SEPAC meetings.	There were two SEPAC meetings this year with parents in attendance.
2.36	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.	Percent of time IN regular education setting is as follows:  * Equal to or greater than 80%: 1,322 students; 80.5% * 40%-79%: 102 students; 6.2% * Less than 40%: 218 students; 13.3%	Percent of time IN regular education setting is as follows:  * Equal to or greater than 80%: 1,332 students; 78.6% * 40%-79%: 128 students; 7.6%	"Percent of time IN regular education setting is as follows:  * Equal to or greater than 80%: 1,374 students; 79.5% * 40%-79%: 93	Meet the statewide target.	Met the statewide target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Total student count: 1,642</p> <p>The statewide target for in regular education settings &gt;80% = 62%</p>	<p>* Less than 40%: 234 students; 13.8%</p> <p>Total student count: 1,694</p> <p>The statewide target for in regular education settings &gt;80% = 62%</p>	<p>students; 5.4%</p> <p>* Less than 40%: 261 students; 15%</p> <p>Total student count: 1,728</p> <p>The statewide target for in regular education settings &gt;80% = 70%"</p>		
2.37	State target for the percent of students with IEPs receiving services in the regular early childhood program	<p>Preschool Program Setting is not Separate Class: 119 students or 69.2%</p> <p>Total SpEd Preschool Students: 172 Students</p> <p>The statewide target is &gt;43%</p>	<p>Preschool Program Setting is not Separate Class: 106 students or 65%</p> <p>Total SpEd Preschool Students: 163 Students</p> <p>The statewide target is &gt;43%</p>	<p>"Preschool Program Setting is not Separate Class: 113 students or 61.1%</p> <p>Total SpEd Preschool Students: 185 Students</p> <p>The statewide target is &gt;49%"</p>	Meet the statewide target.	Met the statewide target
2.38	State target for the percent of preschool students with IEPs attending a separate class, school, or facility	<p>Preschool Program Setting is Separate Class: 53 students or 30.8%</p> <p>Total SpEd Preschool Students: 172</p> <p>The statewide target is &lt;29%</p>	<p>Preschool Program Setting is Separate Class: 57 students or 35%</p> <p>Total SpEd Preschool Students: 163</p> <p>The statewide target is &lt;29%</p>	<p>Preschool Program Setting is Separate Class: 72 students or 38%</p> <p>Total SpEd Preschool Students: 185</p> <p>The statewide target is &lt;23%</p>	Meet the statewide target.	Did not meet the statewide target: 6% above
2.39	Percent of inexperienced, fully credentialed teachers	In 2023-24, 58% of inexperienced, fully credentialed teachers	In 2024-25, 82% of inexperienced, fully credentialed		Increase by 3%.	Increase of 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that return for a second year	returned for a second year.	teachers returned for a second year.			

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 implementation during the 2025–26 school year focused on strengthening Tier I instruction in English language arts and mathematics, increasing student engagement and attendance, expanding professional collaboration through Professional Learning Communities (PLCs), and continuing implementation of the district’s Early Literacy Initiative. The district continued work toward creating a more coherent instructional system aligned to Universal Design for Learning (UDL) in order to increase access to rigorous grade-level instruction and reduce barriers for English learners, students with disabilities, foster youth, homeless students, and other unduplicated student groups.

A major area of implementation focused on strengthening Tier I instructional practices in ELA and mathematics. The district continued implementation of state standards-aligned curriculum in English language arts, science, social science, and mathematics while preparing for a future K–12 mathematics adoption process. Professional learning opportunities supported teachers in implementing instructional strategies aligned to the California Math Framework, literacy across content areas, and high-impact instructional practices designed to improve access to grade-level standards for all students.

Implementation of teacher collaboration systems through PLCs and action teams continued to be a significant success during the year. Schools received funding and dedicated collaboration time for teachers to meet regularly in professional learning teams to review student data, analyze standards-aligned instruction, and identify instructional responses to student learning needs. Elementary action teams were implemented across all grade levels, including English language development teachers, while secondary action teams focused on English and mathematics instruction. These collaborative structures increased consistency in instructional planning because teachers engaged in shared analysis of student performance data and instructional practices across schools and grade levels.

The district also expanded instructional coaching and professional learning supports to strengthen Tier I instruction. Teachers on special assignment, literacy specialists, and English learner specialists provided coaching, classroom support, and modeling of instructional strategies. District staff documented 370 coaching and support sessions for new and experienced teachers during the year. These supports were intended to improve instructional effectiveness because teachers received ongoing feedback and guidance connected to literacy instruction, differentiated instruction, and support for multilingual learners and special populations.

The district’s Early Literacy Initiative remained a primary focus area during implementation. Additional staffing support was provided through early literacy paraprofessionals and expanded library technician hours to increase direct student support in K–3 classrooms. The district also partnered with early literacy consultants to provide training and coaching at identified school sites focused on foundational literacy practices.

K–2 teachers received targeted professional learning and instructional support related to reading difficulties risk screeners and evidence-based literacy instruction.

The district experienced partial implementation challenges related to early literacy instructional rounds. Although district and site administrators conducted over 982 instructional walkthroughs across grade levels and content areas, formal early literacy instructional rounds were not fully implemented as originally planned. The district determined additional time was needed to refine walkthrough tools and align implementation expectations across sites before full implementation could occur consistently.

Student engagement and attendance continued to be major implementation priorities during the 2025–26 school year. The district continued its attendance campaign and expanded support through the Administrator of Attendance and Child Welfare to assist school sites with attendance monitoring and intervention planning. Chronic absenteeism declined slightly from 22.9% to 22.1%; however, the district remained in the Orange performance level and several student groups, including foster youth, English learners, students with disabilities, and African American students, remained in the Red performance level. The district identified ongoing barriers related to housing instability, disengagement, and student wellness needs as continuing challenges affecting attendance and academic engagement.

Additional implementation efforts focused on improving school connectedness and student engagement through social-emotional learning and wellness supports. Counselors and school staff implemented social-emotional learning lessons, small-group counseling supports, and student wellness interventions across school sites. Student perception data showed improvements in several grade levels related to school safety and school connectedness. These improvements suggest that increased counseling supports, relationship-building activities, and school climate efforts contributed to stronger student engagement and connectedness at many sites.

Despite these implementation efforts, academic outcome data indicates that continued refinement of Tier I instruction is still needed, particularly in mathematics and for unduplicated student groups. The district maintained an Orange performance level on both the ELA and Math Academic Indicators, and several student groups continued to perform in the Red performance level on the Dashboard. While local literacy and interim assessment data showed some areas of growth, particularly in elementary reading and some secondary math measures, overall academic performance did not improve at the rate needed to meet district targets.

Overall, implementation of Goal 2 demonstrated continued progress in building instructional systems that support Tier I teaching and learning through PLC collaboration, coaching, literacy initiatives, and student engagement supports. At the same time, the district identified ongoing needs related to consistent implementation across sites, strengthening mathematics instruction, reducing chronic absenteeism, and accelerating achievement for student groups experiencing the greatest disparities in outcomes.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In action 2.2, professional development, funds were allocated for five district-wide professional development days, but those days were not implemented, leading to a material difference between budgeted and actual expenditures.

In action 2.4, student academic and social-emotional needs, staffing shortages resulted in a material difference between budgeted and actual expenditures.

In action 2.6, early literacy, staffing shortages resulted in a material difference between budgeted and actual expenditures.  
In action 2.7, foster/homeless student supports, grant funding was used for materials and supplies, leading to a material difference between budgeted and actual expenditures.  
In action 2.10, support for new and beginning teachers, actual costs did not match the budgeted amount, resulting in a material difference between budgeted and actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 (Base Program) demonstrated partial effectiveness in strengthening access to standards-aligned instructional materials and increasing student engagement with literacy resources. Metric 2.8 (Decrease in the age of the collection at each school library) demonstrates the effectiveness of this action because the average age of district library collections improved from the year 2000 to 2004, representing a four-year improvement in the recency of library materials. This improvement increased student access to more current and culturally responsive reading materials because school libraries were able to expand and refresh collections aligned to student interests and instructional goals. Metric 2.6 also demonstrates partial effectiveness because 100% of classrooms continued to implement curriculum aligned to state standards in English language arts, mathematics, science, and social science.

Action 2.2 (Professional Development) demonstrated mixed effectiveness in strengthening Tier I instruction in English language arts and mathematics. Metric 2.10 demonstrates effectiveness because 96% of certificated staff participated in professional learning opportunities focused on literacy, instructional strategies, science curriculum implementation, and support for special populations. This action increased staff capacity because teachers participated in collaborative training connected to instructional practices and standards implementation. Metric 2.14 demonstrates partial effectiveness because some student groups improved performance levels on the Academic Indicator. In English language arts, African American students and Foster Youth improved from Red to Yellow, and in mathematics, Foster Youth and Homeless students improved from Red to Orange. However, overall district performance levels in ELA and Math remained Orange, and several student groups, including English learners and students with disabilities, continued to perform in the Red performance level in mathematics. This indicates that while professional learning increased instructional support and teacher collaboration, additional refinement of Tier I instructional practices in mathematics and literacy is still needed to accelerate outcomes for unduplicated student groups.

Action 2.3 (Data Analysis and Review) demonstrated effectiveness in strengthening collaborative instructional planning and use of student data to inform instruction. Metric 2.13 demonstrates effectiveness because all school sites implemented PLC meetings and data analysis protocols multiple times during the year, with sites meeting in PLC teams at least five times by May 2026. Teachers engaged in collaborative analysis of assessment data and instructional planning because the district provided structured time and systems for PLC implementation. Metric 2.19 also demonstrates partial effectiveness because elementary reading performance increased by 2%, and several secondary assessment areas demonstrated improvement, including increases in students scoring Above Standard in 7th-grade ELA and 7th- and 8th-grade mathematics interim assessments. However, some secondary English language arts measures declined, and mathematics performance remained largely unchanged overall, indicating that continued focus on instructional coherence and Tier I mathematics instruction is needed.

Action 2.4 (Student Academic and Social Emotional Needs) demonstrated effectiveness in improving student engagement, school connectedness, and access to social-emotional supports. Metric 2.20 demonstrates partial effectiveness because all school sites implemented at least one social-emotional learning lesson per month, and counselors supported implementation of SEL lessons and Tier I

interventions across elementary and some secondary sites. Metric 2.21 demonstrates mixed effectiveness because school sites continued to offer small-group counseling cycles focused on anxiety, conflict management, friendship, and self-regulation; however, the number of small groups declined from 175 in 2024–25 to 118 in 2025–26. This decrease suggests that staffing capacity and scheduling challenges affected implementation consistency. Metric 2.25 demonstrates effectiveness because student perception of school safety improved across most grade spans, including increases of 7% in 7th grade and 17% in 11th grade. Metric 2.26 also demonstrates effectiveness because student connectedness increased across all grade spans, including a 12% increase in 11th grade. These improvements suggest that counseling supports, relationship-building activities, and school climate interventions increased students' sense of safety and connection to school.

Action 2.5 (Attendance and Engagement) demonstrated partial effectiveness in improving student attendance and reducing exclusionary discipline outcomes. Metric 2.23 demonstrates effectiveness because the district's chronic absenteeism rate declined from 28.5% to 22.1% over the implementation period. This decrease indicates that attendance monitoring systems, attendance campaigns, and site-level interventions improved student engagement because more students attended school consistently. However, several student groups, including Foster Youth, African American students, English learners, and students with disabilities, remained in the Red performance level, demonstrating that attendance barriers continue to disproportionately affect unduplicated students. Metric 2.28 demonstrates mixed effectiveness because the district suspension rate initially declined from 6.6% to 6.0%, improving the Dashboard performance level to Yellow, but increased again to 6.4% in 2024–25, resulting in an Orange performance level. Although some student groups demonstrated reductions in suspension rates during earlier implementation, African American students, Foster Youth, Long-Term English Learners, and students with disabilities remained disproportionately represented in Red performance levels.

Action 2.6 (Early Literacy) demonstrated partial effectiveness in improving foundational literacy supports and strengthening early literacy instructional systems. Metric 2.30 demonstrates mixed effectiveness because vocabulary performance improved for Kindergarten students and vocabulary remained stable or improved in several first-grade measures. However, phonics and high-frequency word performance did not consistently improve across grade levels, indicating that additional instructional support and consistent implementation of evidence-based literacy practices are still needed. Metric 2.31 demonstrates partial implementation effectiveness because the district developed an early literacy walkthrough tool and conducted more than 982 walkthroughs across sites and grade levels. However, formal early literacy instructional rounds were not fully implemented as planned, indicating that further refinement of implementation systems and site-level instructional calibration is needed.

Action 2.7 (Foster/Homeless Student Support) demonstrated mixed effectiveness in addressing attendance and graduation outcomes for Foster and Homeless Youth. Metric 2.32 demonstrates partial effectiveness because chronic absenteeism for Homeless students declined from 64.4% to 45.8%, representing a significant reduction. However, chronic absenteeism for Foster Youth increased from 30% to 50%, indicating that barriers to consistent attendance remain significant for Foster Youth despite additional supports and interventions. Metric 2.33 demonstrates mixed effectiveness because the graduation rate for Homeless students increased from 70.4% to 78.3% before declining to 63% in the most recent reporting period. These results indicate that while targeted supports improved engagement for some students, additional interventions and stability supports are necessary to improve long-term academic outcomes for Foster and Homeless Youth.

Action 2.8 (Transportation) demonstrated partial effectiveness in supporting student attendance and access to school programs. Metric 2.23 demonstrates effectiveness because districtwide chronic absenteeism declined over the implementation period. Transportation services increased access to school because students and families had greater ability to attend school consistently and participate in educational

programs. However, continued high absenteeism rates among targeted student groups indicate that transportation alone was insufficient to fully address barriers affecting attendance.

Action 2.9 (Inclusive Practices) demonstrated effectiveness in increasing access to inclusive programs and services for students with disabilities and unduplicated students, while also revealing areas requiring further development. Metric 2.34 demonstrates effectiveness because unduplicated students received priority enrollment in programs designed to address their academic and enrichment needs, including after-school and summer programs. Metric 2.36 demonstrates effectiveness because the district met the statewide target for the percentage of students with IEPs receiving services in regular education settings more than 80% of the time. Metric 2.37 also demonstrates effectiveness because the district exceeded the statewide target for preschool students with IEPs receiving services in regular early childhood programs. However, metric 2.38 demonstrates ineffectiveness in one area because the district did not meet the statewide target related to preschool students placed in separate class settings. In addition, implementation of the district's Inclusion Plan was delayed due to staffing transitions and leadership changes, which limited full implementation of planned inclusive practices initiatives.

Action 2.10 (Support for New Teachers) demonstrated effectiveness in improving teacher retention and strengthening instructional support systems for new teachers. Metric 2.2 demonstrates effectiveness because the percentage of fully credentialed new teachers returning to the district increased from 49% to 60%. Metric 2.11 demonstrates effectiveness because district staff implemented a common coaching log and documented extensive coaching and support sessions for new and experienced teachers. These supports increased teacher capacity and retention because new teachers received mentorship, instructional guidance, and ongoing support connected to classroom practice. Overall, implementation of mentor workshops, coaching systems, and instructional labs contributed to stronger onboarding and support structures for inexperienced teachers.

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

Changes are proposed to the following:

In action 2.4, expanding the California Healthy Kids Survey to include more than grades 5, 7, 9, and 11, to gather a larger perspective. Additionally, the district will include parent/family permission during the data confirmation process to increase the rate of return. For Wellness Teams, plans are being developed to more intentionally include the academic tiers of support for students. At secondary this would include discussions to support student progress toward graduation and at elementary would include tier 2 supports. Teams will work to identify academic supports for tier 2 and tier 3.

In action 2.5, the elimination of attendance liaisons for the 2025-26 school year, requires staff to restructure the way in which we will notify families of attendance concerns. Plans are being developed to use the district's home-school communication system. We will be eliminating the district Student Attendance Review Board (SARB) process and concentrating efforts on site-level meetings to work with families to identify their barriers to regular attendance.

In action 2.7, plans are being developed to provide professional development to ensure appropriate implementation of tier 2 strategies that meet the specific needs of foster/homeless youth, and to provide a more systematic support for academic tutoring for our foster and homeless students across elementary and secondary schools

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Base Program, Materials, and Facilities	<p>Implement base instructional program for PreK - Adult Education to include:</p> <ul style="list-style-type: none"> <li>*appropriately credentialed and assigned teachers</li> <li>*employment and retention of diverse staff that reflects the demographics of the community</li> <li>*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</li> <li>*school libraries that maintain collections of inclusive and culturally responsive books</li> <li>*safe, clean, and orderly facilities</li> <li>*technology to access instruction</li> <li>*food services, with a focus on culturally relevant foods</li> </ul>	\$9,331,849.00	No
2.2	Professional Development	<p>Collaborate across departments to plan and deliver professional development for administrators, certificated staff, classified staff, and after school program staff that addresses the needs of all students, but especially for low income students, English learners, foster/homeless students, and students in Special Education, through best first instruction.</p> <p>Provide training for teachers and administrators on the California Math Framework to build understanding of the 5 components of equitable and engaging teaching so that teachers and administrators are prepared to engage in a math curriculum adoption:</p> <ul style="list-style-type: none"> <li>*Plan teaching around big ideas</li> </ul>	\$986,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>*Use open, engaging tasks</li> <li>*Teach toward social justice</li> <li>*Prioritize reasoning and justification</li> <li>*Invite student questions and conjectures</li> </ul> <p>Establish and Implement a data driven district-wide instructional and engagement focus.</p> <p>Establish priorities that are aligned between the graduate profile, literacy plan and equity review. Provide professional development to address the prioritized needs identified in the Literacy plan and the Equity Review.</p> <p>Provide support for professional learning communities through coaching and feedback for teachers and administrators.</p> <p>Develop training for transitional kindergarten teachers and staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and implement the model in the classroom.</p> <p>Ensure continued professional development to support the integration of effective and appropriate instructional technology into regular and daily practices and to support district wide understanding of current issues and ethics in technology.</p> <p>Provide professional development for the afterschool program to align best practices in classroom management, youth voice/leadership, academic, and social/emotional support.</p>		
2.3	Data Analysis and Review	<p>Continue to implement and analyze progress towards effective professional learning communities (PLC) implementation at every school site.</p> <p>Maintain the data dashboard and continue to provide professional development around the use and analysis of data.</p>	\$1,141,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Create a district and site-aligned 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 lead teacher teams through grade level and department level data analysis three times during the year to engage in the district-adopted data analysis protocol, and plan next steps for instruction, with a specific focus on students who are low income, English learners, foster/homeless students, and students in Special Education.</p> <p>Continue to provide resources to school sites, with increased resources for intervention services at underperforming school sites based on percentages of unduplicated students and student achievement data through directing additional concentration grant funding to those sites.</p> <p>Each school site creates a plan of action to address student perception of school safety, using multiple sources of input from students such as focus groups and youth advisory councils.</p>		
2.4	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>Maintain site-based and regional teams including Multi Tiered Systems of Support (MTSS)/Wellness teams that are representative of student populations including special education staff, English Learner staff, after school program staff, and general education.</p> <p>Integrate wellness teams to include relevant academic concerns and develop systemic interventions as a response. Establish district wide system and processes for various tiers, including districtwide common referral system.</p>	\$5,775,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action directly targets unduplicated students by providing professional learning related to behavior, social, and emotional learning, and academic learning impacts to students, with a focus on students who are low income, English learners, foster/homeless, and students in Special Education.</p> <p>Develop and implement a comprehensive guidance system, reflective of the needs of our student population, related to academic development, personal social development and college/career goals in alignment with the district's graduate profile.</p> <p>Funding from the Learning Recovery Emergency Block Grant supports this action.</p>		
<b>2.5</b>	Attendance and Engagement	<p>Address and support barriers (e.g., social-emotional needs, mental health, homelessness/foster) which may impact chronic absenteeism.</p> <p>Ensure evidence-based and culturally relevant practices are implemented as proactive tiered systems of support to increase attendance. Support through social workers.</p> <p>Provide training on unconscious bias to support classroom practices that are inclusive and engaging for all students, especially students in Special Education, unduplicated students, and students in historically underrepresented groups.</p> <p>Provide anti-bullying training for teachers, staff, and administrators.</p>	\$691,119.00	No
<b>2.6</b>	Early Literacy	<p>Guided by the Literacy Plan, develop a comprehensive literacy program that supports literacy development for all students inclusive of all special populations, including students who are low income, English learners, foster/homeless students, and students in Special Education.</p>	\$2,330,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Establish common and research driven writing instruction and assessment practices.</p> <p>Provide professional development in:            *Optimal Learning Environment (OLE) training for all K-2 teachers            *foundational literacy practices            *California ELA/ELD Framework            *language development and the stages of reading acquisition</p> <p>Provide parent/family training on early literacy.</p> <p>Work with community partners such as the Woodland Public Library and early childhood organizations to support literacy development.</p>		
<b>2.7</b>	Foster/ Homeless Student Support	<p>Work with foster and homeless families to identify barriers to attendance and provide targeted support.</p> <p>Provide support to foster youth and homeless students through designated staff specialized in foster and homeless needs.</p> <p>Provide professional development to ensure appropriate implementation of tier 1, 2 and 3 strategies that meet the specific needs of foster/homeless youth. Provide professional development for certificated and classified staff to support understanding and deeper awareness of the unique needs of foster and homeless students.</p> <p>Expand the MTSS Wellness teams to support the academic and social emotional needs of foster/homeless youth, with a focus on literacy, language arts, and math.</p>	\$163,934.00	Yes
<b>2.8</b>	Transportation to School	Provide transportation for qualifying students between home and school for the regular school year and during Expanding Minds Intersession.	\$7,242,515.00	Yes
<b>2.9</b>	Inclusive Practices	<p>Expand the Inclusion Committee to include staff who represent            *Gifted and Talented (GATE) students</p>	\$3,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>*LGBTQIA+ students</li> <li>*Students who are English learners</li> <li>*Low income students</li> <li>*Foster/homeless</li> <li>*Students in Special Education</li> <li>*Students with 504 plans</li> </ul> <p>Develop an Inclusion Plan that will establish a vision/definition for inclusive education in WJUSD including what it looks and sounds like in school settings.</p> <p>Provide professional development around inclusive practices for teachers, staff, administrators, and families.</p> <p>Develop a process for monitoring implementation of inclusive practices through instructional rounds.</p>		
2.10	Support for new and beginning teachers	<p>Provide mentors for all pre-service teachers and establish expectations for mentors.</p> <p>Provide TOSA support for all new teachers.</p> <p>Provide professional development, including a New Teacher Orientation and instructional lab workshops for all pre-service teachers monthly with topics including supporting students in Special Education, low income students, foster/homeless students, and English learners.</p> <p>Provide new EL Specialists (year 1 and 2) with monthly professional development sessions.</p> <p>Provide training for Administrators in support of new teachers.</p>	\$271,750.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)

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 3 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

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Reclassification rate for English Learners	As of March 2024, 306 students have been reclassified, out of 2043 English Learners, which is a reclassification rate of 14.9%.	344 students have been reclassified so far this school year. 176 are Elementary students and 168 are Secondary students, which is a reclassification rate of 18.58%.	As of April 2026, 57 students have been reclassified, out of 1,677 English Learners, which is a reclassification rate of 3.3%	Increase by 3%.	Decrease of 11.6%
3.2	District average based on school rating of EL Roadmap Principle 1 on the self-assessment	The average rating for all schools on Principle 1 is 2.9, with 14/17 schools reporting.	School sites are conducting the EL Roadmap Principle 1 Survey at the March/April ELAC meetings. Data for 13/15 schools has been collected. (At Sci Tech and CCHS the SSC has taken over the rights of ELAC)  The average rating on Principle 1 is 3.25, with 14/17 schools reporting.	School sites covered EL Roadmap Principle 1 at the March/April ELAC meetings. Data for 14/15 schools has been collected. (CCHS is not required to hold ELAC meetings and Whitehead did not hold a meeting in April)  The average rating on Principle 1 is 3.75, with 14/17 schools reporting.	Increase the average rating to 3 (on a scale of 4) for all schools.	Increased to average rating of 3.75 Met the 3 Year Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Implementation of EL Roadmap Principle 2: iReady growth targets for elementary and D/F rate for secondary	<p>In 2023-24, iReady growth targets for elementary: 39% of English learners met their annual typical growth compared to 50% of non EL students in Reading; 33% of English learners met their annual typical growth compared to 37% of non EL students in Math</p> <p>D/F rate for secondary: 34% of grades received for ELs are D/F compared to 19% of grades received for non-ELs are D/F</p>	<p>In 2024-25, iReady growth targets for elementary: 43% of EL students met their typical growth target for reading and 35% met the math target. For non-ELs, 47% met their growth target in Reading and 35% in Math.</p> <p>33% of grades received for ELs are D/F compared to 18% of grades received for non-ELs are D/F</p>	<p>In 2025-26, Elementary iReady growth targets as of April of 2026: 37% of English Learners have met their annual typical growth compared to 47% of non English Learners students in Reading; 32% of English Learners met their annual typical growth compared to 33% of non English Learners in Math.</p> <p>D/F rate for Secondary: 35.6% of grades received for English Learners are D/F compared to 17.8% of grades received for non English Learners are D/F.</p>	<p>iReady growth targets: 100% of EL students meet their annual typical growth targets for Reading and Math</p> <p>D/F rate for secondary: % of D/F for EL students is comparable to non-EL students</p>	<p>iReady: increase of 4% for Reading and 2% for Math</p> <p>D/F: decrease of 1% for EL grades</p>
3.4	Number and percent of long term English Learners (LTEL); number and percent of students at Risk of being LTELs	<p>For 2023-24, the number and percent of Long Term English Learners is as follows:</p> <p>Sixth grade = 54 (19.7%)</p>	<p>For 2024-25, the number and percent of Long Term English Learners is as follows:</p>	<p>For 2025-26 the number and percent of Long Term English Learners is as follows:</p> <p>Sixth grade = 94 LTEL/137 EL</p>	Decrease by 3%	<p>The percentage of LTEL's at:</p> <p>Sixth grade: increase of 41.6%</p> <p>Douglass: decrease of 12.97%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Douglass Middle = 61 (16.0%)  Lee Middle = 46 (17.5%)  Woodland High = 76 (12%)  Pioneer High = 97 (11.8%)  Cache Creek High = 28 (38.9%)</p> <p>For 2023-24, the number and percent of students At Risk of being Long Term English Learners</p> <p>grade 3 = 42 (16.5%)  grade 4 = 141 (53.8%)  grade 5 = 98 (35.1%)  grade 6 = 5 (1.8%)  grade 7 = 5 (1.7%)  grade 8 = 3 (0.8%)  grade 9 = 3 (0.8%)  grade 10 = 3 (0.8%)  grade 11 = 5 (1.4%)  grade 12 = 4 (0.9%)</p>	<p>Sixth grade = 0 LTEL/139 EL 0%  Douglass Middle = 17 LTEL (19.7%)/ 86 ELs  Lee Middle = 10 LTEL (22.7%)/ 44 ELs  Woodland High = 48 LTEL (44%)/ 109 total ELs  Pioneer High = 52 LTEL (42.9%)/121 ELs  Cache Creek High = 16 LTEL/ (84.2%) 19 ELs</p> <p>For 2024-25, the number and percent of students At Risk of being Long Term English Learners is as follows:</p> <p>grade 3 = 0 (0%)  215 total 3rd grade ELs/ 0 At Risk of LTEL  grade 4 = 0 (0%)  193 total 4th grade ELs/ 0 At Risk of LTEL  grade 5 = 26 (13.3%) 174 total</p>	<p>Douglass Middle = 3 LTEL (3.03%)/ 99 ELs  Lee Middle = 1 LTEL (2.12%)/ 47 ELs  Woodland High = 34 LTEL (39.5%)/ 86 total ELs  Pioneer High = 47 LTEL (40.1%)/117 ELs  Cache Creek High = 10 LTEL/ (58.8%) 17 ELs</p> <p>As of April 2026, the number and percent of students At Risk of being Long Term English Learners is as follows:</p> <p>grade 3 = 0 At Risk (0%)/ 188 total ELs  grade 4 = 26 At Risk (12.6%) / 206 ELs  grade 5 = 108 At Risk (69.6%) / 155 total ELs  grade 6 = 94 At Risk (68.6%) / 137 total ELs  grade 7 = 71 At</p>		<p>Lee: decrease of 15.38%  Woodland High: increase of 27.5%  Pioneer: increase of 28.3%  CCHS: increase of 19.9%</p> <p>The percentage of LTEs at the high schools and in sixth grade increased significantly.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th gr ELs/ 26 At Risk of LTEL grade 6 = 90 (46.2%) 139 total 6th gr ELs/ 90 At Risk of LTEL grade 7 = 40 (20.5%) 57 total 7th gr ELs/ 40 At Risk of LTEL grade 8 = 20 (10.3%) 76 total 8th gr ELs/ 20 At Risk of LTEL grade 9 = 4 (2.1%) 67 total 9th gr ELs/ 4 are At Risk of LTEL grade 10 = 6 (3.1%) 73 total 10th gr ELs/ 6 At Risk of LTEL grade 11 = 4 (2.1%) 64 total 11th gr ELs/ 4 At Risk of LTEL grade 12 = 5 (2.6%) 50 total 12 gr ELs/ 5 At Risk of LTEL	Risk (62.2%) / 114 total ELs grade 8 = 21 At Risk (56.7%) 37 total ELs grade 9 = 18 At Risk (26.4%) / 68 total ELs grade 10 = 7 At Risk (13.4%) / 52 total ELs grade 11 = 6 At Risk (9.8%) / 61 total ELs grade 12 = 4 At Risk (9.09%) / 44 total ELs		
3.5	Reclassification rate for Long Term English Learners	In 2023-24, the number and percent of Long Term English Learners that has been reclassified is 62, or 18.8%.	For March 2025, the number and percent of LTELs who have been reclassified is 57, or 35% (160 Total LTELs)	As of April 2026, the number and percent of LTELs who have been reclassified is 14, or 12.5% (112 Total LTELs)	Increase by 3%	Decreased by 6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percent of English learner parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school.	<p>On the California School Parent Survey given in 2023-24, the results are as follows:</p> <p>(a) the school encourages me to be an active partner = EL parents 41%, non-EL 31%</p> <p>(b) the school promotes parental involvement = EL parents 45%, non-EL 30%</p> <p>(c) parents feel welcome to participate in this school = EL parents 46%, non-EL 29%</p>	<p>On the California School Parent Survey given in 2024-25, the results are as follows:</p> <p>(a) The school encourages me to be an active partner = EL parents 47%, non-EL parents 37%</p> <p>(b) The school promotes parental involvement = EL parents 46%, non-EL parents 35%</p> <p>(c) Parents feel welcome to participate in this school = EL parents 47%, non-EL parents 34%</p>	<p>"On the California School Parent Survey given in 2025-26, the results are as follows:</p> <p>(a) The school encourages me to be an active partner = EL parents 43%, non-EL parents 42%</p> <p>(b) The school promotes parental involvement = EL parents 51%, non-EL parents 39%</p> <p>(c) Parents feel welcome to participate in this school = EL parents 57%, non-EL parents 40%"</p>	Increase by 5%	(a) increase of 2% (b) increase of 6% (c) increase of 11%
3.7	Number of opportunities for parent learning provided by Community and Family Engagement and developed to address the needs of unduplicated students.	<p>Since June 2023 the following parent PD sessions have taken place in English and Spanish:</p> <p>*A-G Workshops: 90 parents plus their students</p>	<p>23 workshops have been offered since July 2024. All workshops are offered in Spanish and English</p> <p>*Transitioning to Transitional Kindergarten (TK)</p>	<p>Since July 2025, we have successfully implemented 23 workshops and multi-session series, serving a total of 826 participants.</p>	Offer 10 workshops throughout the year in English and Spanish for families that support the following: parent knowledge around student achievement,	Met the 3 year outcome for number of workshops and number of participants.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*CABE Promesa Sessions, 14 sessions and 39 participants</p> <p>* Breast Cancer Session, 5 participants</p> <p>* Bullying session, 5 participants</p> <p>*Latino Literacy Project, 10 sessions per site (in progress ) so far 327 participants</p> <p>*WPD Substance abuse, 13 participants</p> <p>*ELPAC Parent Session, 26 participants</p> <p>*iReady Parent Session, 24 participants</p> <p>*Screenagers Movie Series, 13-36 participants</p> <p>*Parent CPR training, 36 participants</p>	<p>Session 1 - 80 participants</p> <p>*Transitioning to TK Session 2 - 23 participants</p> <p>*Transitioning to Middle School- 32 participants</p> <p>*ELPAC Testing - 7 participants</p> <p>*5 Financial Education workshops (Taking Control of Your Finances, Understanding Credit and Credit Scores, Paying for College, Protecting yourself from Identity Theft, Financial Trivia) - 29 participants</p> <p>*iReady Parent Session - 36 participants</p> <p>*Options After High School - 19 participants</p>	<p>We began the year with high participation in transition-focused sessions, including Transitioning to Middle School (68 participants) and Transitioning to Kinder/TK (126 participants), as well as an Initial ELPAC session (25 participants).</p> <p>From October through November, we facilitated Latino Literacy Workshops across 10 school sites, each consisting of a 6-session series. These workshops collectively engaged 282 families, strengthening literacy practices and family-school connections at the elementary level.</p> <p>Additional workshops throughout the</p>	<p>parent advocacy, student access to college and career/graduate profile, and technology use. Increase the number of participants by 10%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>*Neurodiversity - 11 participants</p> <p>*Understanding Invisibility- 18 participants</p> <p>*Puberty Talk - 110 participants</p> <p>*Information on TK and Kindergarten Enrollment at YCOE- 28 participants</p> <p>*Dangers of social media- 22 participants</p> <p>*Combination Classes- 3 participants</p> <p>*Immigration Rights- 95 participants</p> <p>*Dual Enrollment- 7 participants</p> <p>*Financial Aid- 20 participants</p> <p>*6th grade Dual Immersion- 18 participants</p>	<p>year addressed a variety of family needs, including:</p> <p>Puberty Talk (79 participants)</p> <p>Disiplina Con Dignidad with Jorge Dueña (28 participants)</p> <p>iReady Workshop (9 participants)</p> <p>How to Support Your Grieving Child (8 participants)</p> <p>YCOE Enrollment Presentation (8 participants)</p> <p>Preschool Enrollment Presentation (8 participants)</p> <p>Newcomer Event (6 participants)</p> <p>In Spring 2026, we launched our partnership with PIQE, beginning a 4-part Bridge to College/University series. Thus far:</p> <p>Session 1: Ensuring a Successful Transition into</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>*Scholarships- 46 participants</p> <p>*Understanding Intersectionality- 10 participants</p>	<p>College/University – 34 participants</p> <p>Session 2: Understanding Financial Help and Support for College/University – 44 participants</p> <p>Upcoming Sessions</p> <p>We will continue expanding our offerings through the remainder of the school year with the following scheduled sessions:</p> <p>PIQE Session 3: Campus Life and Resources (April 15, 2026)</p> <p>PIQE Session 4: Preparing for a Career (April 22, 2026)</p> <p>Setting Boundaries (April 29, 2026)</p> <p>Appropriate Technology Use (May 7, 2026)"</p>		
3.8	Performance level on the English Learner Progress Indicator	The English Learner Progress Indicator for 2023 shows that 45.4% of our English Learners are making progress	The English Learner Progress Indicator for 2024 shows that 47% of our English	"The English Learner Progress Indicator for 2025 shows that 48.3% of our English	Performance level of Green on the California School Dashboard for all schools.	Maintained Yellow performance level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>toward English language proficiency. The district performance level for this indicator is Orange.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 43.3%            ELs who maintained level 4: 2.1%            ELs who maintained levels 1 - 3H: 34.3%            ELs who decreased at least one level: 20.4%</p> <p>Schools in the Red on the ELPI:            *Gibson Elementary            *Lee Middle            *Pioneer High            *Woodland High</p>	<p>Learners are making progress toward English language proficiency. The district performance level for this indicator is Yellow.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 46.6%            ELs who maintained level 4: 0.4%            ELs who maintained levels 1 - 3H: 34.8%            ELs who decreased at least one level: 18.2%</p> <p>Schools in the Red on the ELPI:            *Beamer Elementary            *Gibson Elementary</p>	<p>Learners are making progress toward English language proficiency. The district performance level for this indicator is Yellow.</p> <p>The levels of Student English Language Acquisition are as follows:</p> <p>ELs who progressed at least one level: 48.4%            ELs who maintained level 4: 0.1%            ELs who maintained levels 1 - 3H: 34.9%            ELs who decreased at least one level: 16.6%</p> <p>Schools in the Red on the ELPI:            *Freeman Elementary"</p>		

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district continued implementation of Goal 3 through coordinated supports focused on accelerating English language development, strengthening literacy and mathematics achievement, increasing instructional coherence through Professional Learning Communities (PLCs), and improving outcomes for English Learners (ELs), Long-Term English Learners (LTELs), and dually identified students. The district maintained implementation of integrated and designated English Language Development (ELD), English Learner Specialist support at all school sites, instructional coaching, family engagement opportunities, and targeted professional learning aligned to the California English Learner Roadmap.

On the 2025 California School Dashboard, the district maintained a Yellow performance level on the English Learner Progress Indicator (ELPI), with 48.3% of English Learners making progress toward English proficiency, compared to 47% in 2024 and 45.4% in 2023. In addition, the percentage of students progressing at least one proficiency level increased to 48.4%, while the percentage of students decreasing at least one level continued to decline. These data indicate continued progress in English language development and implementation of ELD supports.

By indicator, here are performance levels for the EL student group:

- \*ELPI: Yellow
- \*Chronic Absenteeism: Red
- \*Suspension Rate: Orange
- \*Graduation Rate: Green
- \*ELA Academic Indicator: Orange
- \*Math Academic Indicator: Red
- \*College/Career Indicator: Orange

EL progress was stagnant across the board, with decreases in success in chronic absenteeism, suspension rate, the college and career indicator, and mathematics. Graduation rate remained green.

By indicator, here are performance levels for the Long Term English Learner (LTEL) student group:

- \*ELPI: Green
- \*Chronic Absenteeism: Red
- \*Suspension Rate: Red
- \*Graduation Rate: Green
- \*ELA Academic Indicator: Orange
- \*Math Academic Indicator: Red
- \*College/Career Indicator: Orange

LTEL progress was also stagnant, with reductions in the suspension rate, and the English language arts indicators. College and career improved to yellow, while graduation rate remained green.

Local data also identified continued challenges in reclassification and academic performance. As of April 2026, 57 students had been reclassified out of 1,677 English Learners, representing a reclassification rate of 3.3%, which reflects a decline from previous years. Similarly, the reclassification rate for Long-Term English Learners declined to 12.5%. At the elementary level, iReady data demonstrated that 37% of English Learners met annual typical growth targets in reading and 32% met growth targets in mathematics. At the secondary level, 35.6% of grades earned by English Learners were D/F grades compared to 17.8% for non-English Learners. These data reinforce the continued need for focused instructional supports in literacy and mathematics, particularly for English Learners, Long-Term English Learners, and dually identified students.

#### Action 3.1: Standards-Based Instruction

The district continued implementation of integrated and designated ELD professional development for teachers, administrators, and instructional support staff. Professional learning focused on standards-based instruction, literacy development, instructional scaffolds, designated ELD implementation, and the use of student data within PLC cycles. English Learner Specialists, Teachers on Special Assignment (TOSAs), and administrators collaborated through instructional walkthroughs, PLC meetings, and action teams to analyze EL achievement data and identify strategies to improve literacy and mathematics outcomes for English Learners and dually identified students.

The district also expanded collaboration between Curriculum and Instruction, Special Education, and Multilingual Services departments to strengthen support systems for students who are both English Learners and students with disabilities. Additional emphasis was placed on improving foundational literacy instruction, increasing engagement strategies for LTELs, and strengthening instructional consistency across classrooms and school sites.

Metrics 3.1, 3.3, and 3.8 demonstrate partial effectiveness of this action:

\*The district maintained a Yellow performance level on the English Learner Progress Indicator.

\*English Learners demonstrated continued progress toward English proficiency, increasing from 45.4% in 2023 to 48.3% in 2025.

\*Elementary English Learners demonstrated growth in reading and mathematics through iReady diagnostic data; however, achievement gaps between EL and non-EL students remain.

\*Secondary English Learners continue to experience disproportionately high D/F rates, indicating the need for continued focus on instructional engagement, academic intervention, and grading practices aligned to standards-based instruction.

#### Action 3.2: Long-Term English Learners

The district continued implementation of professional learning focused on the specific instructional and engagement needs of Long-Term English Learners, including students who are dually identified. GLAD training, instructional rounds, and professional learning sessions focused on literacy development, academic language, student engagement strategies, and differentiated instruction. PLCs analyzed LTEL data, including ELPAC interim assessments, classroom performance, and reclassification trends to identify barriers to achievement and opportunities for targeted intervention.

Although LTEL performance on the ELPI remained relatively strong, local data identified increasing percentages of LTEL students at several grade spans and secondary schools, particularly at the high school level. Data analysis identified literacy and reading comprehension as significant areas of need contributing to delayed reclassification and lower academic performance in English Language Arts and Mathematics.

Metric 3.5 demonstrates that the district was not yet effective in improving LTEL reclassification outcomes, as the reclassification rate for LTELs declined from previous years. However, the district's continued focus on literacy instruction, instructional scaffolds, and student engagement strategies provides a foundation for future improvement.

### Action 3.3: Systems of Support

The district continued implementation of Multi-Tiered System of Supports (MTSS) structures, English Learner Specialist support, biliterate paraprofessional support for newcomers, and additional ELD staffing at the secondary level. English Learner Specialists continued to coordinate ELPAC administration, support progress monitoring, participate in IEP and SST meetings, and provide coaching and consultation to classroom teachers.

School sites continued to utilize PLCs and intervention systems to monitor student progress, analyze literacy and mathematics data, and identify students requiring additional academic or behavioral supports. Wellness teams and MTSS structures also supported student engagement and attendance interventions, particularly for English Learners and students experiencing chronic absenteeism.

While implementation of systems of support remained strong, challenges persisted in coordinating professional development related to English Learners and Special Education, particularly during the instructional day. The district will continue refining cross-department collaboration and scheduling structures to strengthen support for dually identified students.

### Action 3.4: Family Engagement

The district continued implementation of bilingual family engagement opportunities designed to strengthen partnerships with families of English Learners and unduplicated pupils. Since July 2025, the district implemented 23 workshops and multi-session family learning series with over 826 participants. Workshops focused on literacy, college and career readiness, ELPAC understanding, financial aid, transition support, newcomer support, and social-emotional development.

Metrics 3.6 and 3.7 demonstrate the effectiveness of this action:

\*The percentage of English Learner parents reporting that schools promote parent involvement increased by 6%.

\*The percentage of English Learner parents reporting they feel welcome at school increased by 11%.

\*The district exceeded its three-year target for family workshops and participation.

### Action 3.5: English Language Development

The district continued monitoring implementation of designated and integrated ELD through instructional walkthroughs, action teams, PLCs, and classroom observations. Professional learning focused on ELD standards, literacy instruction, instructional scaffolds, and calibration of ELPAC writing tasks. Teachers and English Learner Specialists analyzed ELPAC interim data to identify instructional needs and adjust supports for English Learners, Long-Term English Learners, and dually identified students.

The district also increased focus on literacy and language development across content areas, including training secondary science and social science teachers on literacy strategies aligned to ELD standards. PLCs utilized assessment and classroom performance data to identify intervention needs and implement research-based instructional strategies designed to improve student engagement, comprehension, and academic language development.

Overall, the district successfully maintained implementation of the majority of Goal 3 actions and strengthened alignment between ELD instruction, PLC implementation, literacy initiatives, MTSS supports, and student engagement strategies. Continued areas of focus include improving reclassification outcomes, reducing chronic absenteeism for English Learners and Long-Term English Learners, strengthening mathematics achievement, and increasing instructional consistency and engagement strategies for students experiencing the greatest academic disparities.

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

Changes to Goal 3 include:

- \*Increasing alignment between PLC implementation, instructional walkthroughs, and ELD professional learning to strengthen instructional coherence in literacy and mathematics.
- \*Expanding professional learning focused on foundational literacy, academic language development, and engagement strategies for English Learners, Long-Term English Learners, and dually identified students.
- \*Strengthening collaboration between Multilingual Services, Curriculum and Instruction, and Special Education departments to improve supports for students who are both English Learners and students with disabilities.
- \*Increasing the use of data cycles within PLCs to monitor EL achievement, attendance, intervention effectiveness, and reclassification progress.
- \*Continuing implementation of family engagement workshops and literacy-focused family learning opportunities designed to strengthen student engagement and home-school partnerships.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a material difference between budgeted expenditures and estimated actual expenditures in the following actions:  
In Action 3.1, Standards-based instruction, funding budgeted for coaching was not utilized to the full extent allocated.  
In Action 3.2, Long Term English learners, funding budgeted for professional development was not utilized to the full extent allocated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1: Standards-Based Instruction: English Learner Specialists continue to seek coaching opportunities. Finding willing participants has been difficult, as most teachers struggle to find time to do more outside of the school day. Most coaching takes place through modeled lessons and in-the-moment support. This continues to be a best practice and we eagerly hope more opportunities are provided as we further

develop our PLC process. Elementary teachers have asked for more training focused on grading for the ELD section of the report card. We will address this during our elementary action team meetings next year.

Metrics 3.1, 3.3, and 3.8 demonstrate the effectiveness of this action:

\*For reclassification rate (3.1), the reclassification rate for English Learners increased by 3.68% this year.

\*For iReady growth targets and secondary grades(3.3), The percentage of English Learners meeting their iReady growth targets increased by 4% in reading and 2% in math and D/F grades at secondary decreased by 1%.

\*For ELPI (3.8), 47% of our English Learners are making progress toward English proficiency, an increase of 1.6%. This moved us into the Yellow performance level on the ELPI. Additionally, the number of schools in the Red on ELPI decreased from 4 to 2 and all secondary schools are now out of the Red.

Action 3.2: Long Term English Learners: GLAD is very effective. This summer, 10 more teachers from our low-performing sites will attend training. YCOE provided professional development to secondary content area teachers, a super effective way to focus on EL instruction and hopefully improve it. We trained 16 teachers this year.

Metric 3.5 demonstrates the effectiveness of this action:

\*For reclassification (3.5), the reclassification rate for Long Term English Learners increased by 16.2%.

Action 3.3: Systems of Support

The district continued implementation of Multi-Tiered System of Supports (MTSS) structures, English Learner Specialist support, biliterate paraprofessional support for newcomers, and additional ELD staffing at the secondary level. English Learner Specialists continue to coordinate ELPAC administration, support progress monitoring, participate in IEP and SST meetings, and provide coaching and consultation to classroom teachers to strengthen instruction and support for our multilingual learners. In addition, we supported designated ELD teachers in administering the Interim ELPAC assessment twice annually. Through ELD Action Team meetings, teachers received training and calibration on scoring students' responses, analyzing assessment data, and using the data to plan targeted instruction to address the language development needs of the students.

Metrics 3.1, 3.3 and 3.8 demonstrate the effectiveness of this action:

\*For reclassification rate (3.1), the reclassification rate for English Learners increased by 3.68% this year.

\*For iReady growth targets and secondary grades(3.3), The percentage of English Learners meeting their iReady growth targets increased by 4% in reading and 2% in math and D/F grades at secondary decreased by 1%.

\*For ELPI (3.8), 47% of our English Learners are making progress toward English proficiency, an increase of 1.6%. This moved us into the Yellow performance level on the ELPI. Additionally, the number of schools in the Red on ELPI decreased from 4 to 2 and all secondary schools are now out of the Red.

Action 3.4: Family Engagement: Staff provided 30 parent sessions at the district office and 12 Latino Literacy Project sessions at 11 of our elementary sites. Areas of growth for this action include improving attendance at each session.

Metrics 3.6 and 3.7 demonstrate the effectiveness of this action:

\*For parent perception (3.6), the percent of English learner parents who strongly agree that their school: (a) encourages them to be active partners increased by 6%; (b) promotes parent involvement increased by 1%; and (c) welcomes them to participate at school increased by 1%.

\*For parent workshops (3.7), we offered 10 parent workshops this year in both English and Spanish on topics requested by parents through surveys and advisory groups.

Metric 3.5 demonstrates that the district was not yet effective in improving LTEL reclassification outcomes, as the reclassification rate for LTELs declined from previous years. One of the reasons why our district shows a decline is due to current CDE guidelines regarding reclassification of dually identified students. Under the updated guidance (as of fall of 2024), alternative data points may no longer be used to approve the reclassification of dually identified students, which resulted in decrease in the number of eligible students for reclassification. In response to the new guidelines, we are continuing to train our Special Education and English Learner staff on determining appropriate assessment accommodations and domain exemptions to better support dually identified students within the current reclassification guidelines. The district's continued focus on literacy instruction, instructional scaffolds, and student engagement strategies provides a foundation for future improvement.

Metrics 1.1, 1.7, 1.14, and 3.1 demonstrate the effectiveness of this action:

\*For the CCI (1.1), English learners increased the percentage of students "prepared" on the College/Career Indicator by 14.9%.

\*For the A-G completion rate (1.7), English learners increased the rate of completion by 8.6%.

\*For the graduation rate (1.14), English learners improved by 20%.

\*For reclassification rate (3.1), the reclassification rate for English Learners increased by 3.68% this year.

Overall, we accomplished the majority of what we set out to with an increase in professional development and coaching and a better system for monitoring English learner achievement in our district and state assessments.

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

Changes to Goal 3 include:

In Action 3.1: Standards-Based Instruction, we will continue to provide PD for new teachers and refreshers as needed, with a focus on our lowest EL-performing schools. Communication of professional development dates in advance will help promote attendance at workshops.

In Action 3.2: Long-Term English Learners, the district will continue to focus on implementing GLAD and providing the best first instruction for all ELs via instructional rounds with administrators.

In Action 3.3: System of Support, we will continue to strengthen our MTSS systems so that we provide ELs with wrap-around services that will help increase achievement. We must also regularly revisit testing supports and accommodations, domain exemptions, and appropriate IEP goals for ELs.

In Action 3.4: Family Engagement, we will improve attendance at all of our sessions using feedback from surveys to improve our outreach.

In Action 3.5: English Language Development, we will continue monitoring the effectiveness of designated ELD via classroom instructional rounds.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Standards-based Instruction	<p>Continue to provide integrated and designated ELD professional development for new teachers and administrators and refresher training for continuing teachers and administrators.</p> <p>Integrate the focus on EL achievement within PLC/Action Teams at school sites and through cross-department collaboration.</p> <p>Build the capacity of TOSAs and EL specialists as coaches to support the improvement of practice through regularly scheduled professional development.</p> <p>Implement professional development on implications of language and learning disabilities for EL students, who are also in Special Education (dually identified students).</p> <p>Continue to monitor implementation of ELD standards in integrated and designated ELD instruction through district wide instructional rounds.</p> <p>Center the use of data in the continuous improvement cycle with a focus on the needs of English Learners, Long Term English Learners, and dually identified students.</p>	\$79,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Long Term English Learners	<p>Identify barriers to success for long term English learners (LTELs), especially for students who are in Special Education (dually identified LTELs), utilizing the SER Blueprint as a guide.</p> <p>Continue to implement professional development on the specific needs/typologies of LTELs and dually identified students.</p> <p>Differentiation is provided within the classroom using the Universal Design for Learning framework.</p>		Yes
3.3	Systems of Support	<p>Students will be supported through MTSS Wellness teams and intervention supports will be provided by proficiency levels/EL profiles.</p> <p>Provide English Learner Specialists and English Learner Teacher on Special Assignment (TOSA) who will support the implementation of the Multilingual plan with emphasis on best-first instruction, differentiation, and intervention.</p> <p>Provide sufficient additional staffing sections of ELD at the secondary level to reduce class size and allow for differentiation and acceleration, and meet the needs of LTELs.</p> <p>Provide biliterate paraprofessionals to provide supplemental support for newcomers at secondary schools.</p> <p>Site provided resources to implement academic intervention sessions.</p>	\$2,874,272.00	Yes
3.4	Family Engagement	<p>Ensure that families have access to classroom, schoolwide and districtwide 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 culturally responsive family engagement.</p>	\$53,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide opportunities for family involvement beyond District English Learner Advisory Committee (DELAC) for input on LCAP development and other district and school-wide decision-making.</p> <p>Create opportunities for family learning and leadership development, especially supporting the English learner family population, including English learners who are in Special Education.</p>		
3.5	English Language Development	<p>Ensure that all students who are English Learners have instruction in designated and integrated English Language Development.</p> <p>Students are provided with a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases academic growth and student engagement.</p> <p>English Learners are provided access to the full curriculum in addition to appropriate English Learner support and services.</p> <p>There is no funding associated with this action, instead the district is using a planned percentage of 2.5% for this action, with the following methodology: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE, and at secondary, use the actual FTE for the number of ELD sections that the teacher has.</p>	\$0.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 4 was developed in 2021 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, especially since the district participated in the development of the Woodland Community Call to Action: Our United Aspiration for Youth.

Beginning in 2021, the school district along with the City of Woodland began the process of developing a Youth Plan, which involved multiple educational partners across a number of agencies and organizations in Woodland. This work resulted in the Woodland Community Call to Action: Our United Aspiration for Youth. The purpose, as described in the plan, is "to provide our youth with the supports and opportunities they need to grow and develop into happy, healthy, and successful adults (whatever success means to them), who, in turn, engage in supporting and developing the next generation of Woodland youth."

The Community Call to Action outlines a set of Aspirations which inform the direction for the plan and the outcomes. The plan also contains a set of Guiding Principles, which are listed below:

- \*We uplift participatory youth voice that drives our actions and decisions.
- \*We believe in working together to support each young person as they learn to address, overcome and embrace challenges, and recognize their strengths.
- \*We hold true that fun is a universal language and learning is achieved through play.
- \*We strive to develop and empower civically engaged leaders with the skills to be successful in life.
- \*We seek to honor and celebrate the contributions of our youth.
- \*We embrace the power of strengths and youth development to help each young person gain awareness of their natural talents and abilities.
- \*We promise to disrupt adult beliefs and practices that exclude, limit, and create barriers for our youth.
- \*We aim to always move in the direction of what is best for each young person.

The district will use the youth development supports and opportunities developed by 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 empowering youth voice, enabling youth leadership, on the development of community support structures that support student engagement, and on professional development for teachers, staff, and administrators. Throughout this goal, the actions support the implementation of the Woodland Community Call to Action.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	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 February 2024, the percent of students reporting a high level of meaningful participation:  5th grade - 37% 7th grade - 24% 9th grade - 28% 11th grade - 22% CCHS - 19%	On the California Healthy Kids Survey given in February and March of 2025, the percent of students reporting a high level of meaningful participation:  5th grade - 40% 7th grade - 24% 9th grade - 20% 11th grade - 23% CCHS - 17%	"On the California Healthy Kids Survey given in February and March of 2026, the percent of students reporting a high level of meaningful participation:  5th grade - 40% 7th grade - 31% 9th grade - 25% 11th grade - 27% CCHS - 25%"	50% of students report a high level of meaningful participation.	5th: increase of 3% 7th: increase of 7% 9th: decrease of 3% 11th: increase of 5% CCHS: increase of 6%
4.2	Number and percent of students providing input to the School Plan for	In 2023-24, there were 5,158 students who provided input through surveys (56%).	As of May 2025, there were 4,765 students who provided input to	60% of students provided input through surveys.	75% of students provide input through surveys.	4% more students than the prior year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Achievement (SPSA) through surveys		the SPSA through surveys (51%).			
4.3	Number and percent of students providing input to the SPSA through focus groups	443 students provided input to the SPSA through focus groups, which is 4.8% of students.	As of May 2025, there were 513 students who provided input to the SPSA through focus groups, which is 5.5% of students.	As of May 2026, there were 446 students who provided input to the SPSA through focus groups, which is 5.5%	8% of students provide input through focus groups.	Increase of of .5% of students from the prior year.
4.4	Number of extracurricular and cocurricular programs offered, focused on student engagement and leadership opportunities.	<p>The district continues to offer the following extracurricular activities: art instruction for elementary and middle school GATE students, band instruction and performances for elementary, middle, and high school students.</p> <p>The district continues to offer the following co-curricular activities: a variety of league sports at our middle and high schools, intramural sports in upper elementary, student government and Link Crew (high school), leadership and WEB (middle school), Career Technical Student Organizations, Student Advisory Councils at each school site, the</p>	<p>Additional extracurricular activities:</p> <ul style="list-style-type: none"> <li>*4-H/ CalFresh Cooking Academy with elementary and high school students</li> <li>*Fall Math Night for elementary and middle school families</li> <li>*Annual Geography Bee for elementary students</li> </ul> <p>Co-curricular activities either offered or supported by the district:</p> <ul style="list-style-type: none"> <li>*Youth Empowerment Summit</li> <li>*GATE program's Cooking in the</li> </ul>	<p>Additional extracurricular activities:</p> <ul style="list-style-type: none"> <li>* 4-H/ CalFresh Cooking Academy with elementary and high school students</li> <li>* Fall Math Night for elementary and middle school families</li> <li>* Annual Geography Bee for elementary students</li> <li>*GATE art classes, field trips, math competition, and family nights.</li> <li>* Cross Country program for elementary sites</li> <li>* Job readiness for high school students through</li> </ul>	Ensure that all school sites have extracurricular and cocurricular programs available to all students.	Goal met- all students have been provided opportunities to participate in extra curricular and cocurricular activities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Superintendent's Student Advisory Council, and a variety of school clubs in our elementary, middle and high schools.</p> <p>In addition to the extra and co-curricular activities, the district provides access to student leadership opportunities through conferences and other youth engagement events: The Steps to College Fair, Yolo EmpowHER Conference, Young Men Empowerment Conference, the Kifalme Youth Gathering, the Cesar Chavez Youth Leadership Conference and other local events as they become available</p>	<p>Garden field trip for high school students</p> <p>*Strengths-Based Institute for high school student advisory groups</p> <p>*Crime Justice High Conference and the Grow Forward Ag Conference for high school students</p> <p>*Our elementary school students have had opportunities to visit UC Davis's TANA art workshop. CCHS has regularly scheduled visits for the entire school to cycle through and we are planning visits for our comprehensive high schools.</p>	<p>All Leaders Must Serve (ALMS)</p> <p>Co-curricular activities either offered or supported by the district:</p> <p>* Youth Empowerment Summit</p> <p>* Seal of Civic Engagement</p> <p>* GATE program opportunities (e.g. Cooking in the Garden)</p> <p>* Various leadership conferences that students in grades 6-12 participate with</p> <p>* TANA art workshops</p>		
4.5	Number of students earning the State Seal of Civic Engagement	No students have received the State Seal of Civic Engagement.	The 2024-2025 year a workgroup of staff have developed and proposed local criteria and collected feedback	The 2025-26: Seal of Civic Engagement was granted to 23 students	25 students receive the State Seal of Civic Engagement.	23 students received the State Seal of Civic Engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from educational partners.			
4.6	Number of leadership opportunities provided at each school site that are available to all students.	Currently, every site has a Youth Advisory Council. Every secondary site has a student representative on the School Site Council. Each high school also has a student board representative.	Students can hold club leadership roles at all levels as well as participate in the student council and/or youth advisory council. All secondary schools have student representatives on the School Site Council. At the high school level, we have student DELAC and LCAP reps. We are also working to include student ELAC representatives at all school levels for the 25-26 school year.	Currently, every site has a youth advisory council, one or more student representatives on the ELAC, and the opportunity for students to lead clubs. At the elementary level, most schools also have a student council as another opportunity. At the secondary level, students can participate in leadership or student government as an elective course. At the high school level, we have student reps for SSC, DELAC, LCAP and Board of Trustee meetings.  We are working on adding middle school DELAC reps this school year.	Elementary schools have 3 leadership opportunities. Secondary schools have 5 leadership opportunities.	Goal met: Elementary schools have 4 leadership opportunities. Secondary schools have 8 leadership opportunities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Elementary schools have 4 leadership opportunities and secondary schools have 8 leadership opportunities.		
4.7	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.	Currently, the district has partnerships with: Woodland Community College, City of Woodland, United Way, the Woodland Schools Foundation, the Yolo County Health and Human Services Agency, Yolo Farm to Fork, AmeriCorps, iCook, Little Heroes, Sacramento Valley College Corps, Woodland Tennis Club, Native Dads Network, TransFamily Support Services, and Sacramento Poderosas.	We continue to enhance our partnerships with the Woodland Police Department, Taller Arte del Nuevo Amanecer (TANA), the Early Academic Outreach Program at UC Davis, and 4-H. This brings our total partnership list to 21 organizations.	"Our current partnership list includes the following 29 partner organizations:  4H All Leaders Must Serve (ALMS) AmeriCorps Bike Campaign CalAIM Housing CalFresh Healthy Living, UCCE Yolo County Center for Land Based Learning City of Woodland Early Academic Outreach Program Edward Jones Eyes of Woodland Lions/Elks Little Heroes Native Dads Network Northern Valley Indian Health	Twenty total partnerships are established and goals are set with each community partner to increase student engagement and leadership opportunities.	Goal met: 29 partnerships have been established.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Northern Valley Indian Health Sacramento Valley College Corps Taller Arte del Nuevo Amanecer (TANA) United Way Woodland Chevrolet Woodland Community College Woodland Police Department Woodland Public Library Woodland Schools Foundation Woodland Tennis Club Yolo County Health and Human Services Agency Yolo Farm to Fork Yolo Food Bank Yolo Food Closet		
4.8	Number of trainings offered that are focused on youth development, for staff and for youth	The expanded learning staff will be receiving training on youth development in Summer 2024.	We held two strengths-based trainings for several groups of staff, including CAFE specialists, librarians, school office staff, elementary counselors,	We have offered one Youth Development Institute for school teams to attend, one general youth engagement PD workshop for teachers through the PD Select	Opportunities for youth development training are provided for all staff who provide direct service to students.	We have had four youth development trainings this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			behaviorists, EL specialists, and new administrators. We have hosted two Youth Development Institutes this year.	program, and plan to offer one more Youth Development Institute for school teams in June.		

## Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This year, staffing has shown continued stabilization for Goal 4 support. The Teacher on Special Assignment hired in November 2024, has been essential in increasing and expanding opportunities for students, organizing and providing training for teachers and staff, and supporting the Superintendent's Youth Advisory Council. Implementation of Goal 4 during the 2025–26 school year focused on strengthening student voice, leadership development, school connectedness, and youth engagement through implementation of Youth Development Network practices and the Woodland Community Call to Action.

The district successfully implemented the majority of planned actions and demonstrated growth in several implementation metrics, including:

- \* Increased number of students providing input into the SPSA through focus groups
- \* Increased number of leadership opportunities available to students at each school site
- \* Increased number of partnerships with community organizations supporting student engagement and student social-emotional, behavioral, and academic success
- \* Increased number of youth development trainings offered for staff and students

The district also demonstrated mixed results on the California Healthy Kids Survey measure for meaningful participation:

- \*5th: increase of 3%
- 7th: increase of 7%
- 9th: decrease of 3%
- 11th: increase of 5%
- CCHS: increase of 6%

Implementation successes included expanded student leadership opportunities, increased student voice activities, and stronger coordination with community partners. Challenges included inconsistent implementation across some secondary sites and lower participation outcomes for ninth grade and alternative education students. The district will continue refining engagement strategies and strengthening relationship-centered supports to improve meaningful participation outcomes across all grade spans.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences in this goal between budgeted expenditures and estimated actual expenditures are due to the inability to negotiate a contract for the surveying company, and ongoing discussions and plan revisions for the implementation of strength finders.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

In Actions 4.1 and 4.2, students continue to have representation on the School Site Councils at the secondary level, and on the LCAP Collaborative Committee, as well as with the high school student board representatives. This year, students were added to the District English Learner Advisory Committee. In terms of training for student leadership, training was provided for club leaders through the California Association of Student Leaders (CASL). High school youth advisory groups and the Superintendent's Youth Advisory (SYAC) received training from the Youth Development Network (YDN).

In Action 4.2, training is needed for the youth advisory groups at elementary and middle schools. The SYAC held 1 - 2 meetings per month and participated in summer leadership camp. In addition, students in SYAC led workshops at the leadership camp. StrengthsFinder has been embedded in the Freshman Seminar class for all 9th grade students, and has not yet been expanded to 6th grade. The Seal of Civic Engagement criteria have been approved, with an initial granting of 23 seals to students.

For Actions 4.1 and 4.2, Metrics 4.1 and 4.3 demonstrate the effectiveness of the actions:

For meaningful participation (4.1), student responses on the California Healthy Kids Survey improved across most grade spans. The percentage of students reporting a high level of meaningful participation increased from 24% to 31% for 7th grade students, from 20% to 25% for 9th grade students, from 23% to 27% for 11th grade students, and from 17% to 25% at Cache Creek High School. Fifth grade students maintained the prior year level of 40%.

For focus groups (4.3), 446 students, representing 5.5% of students, provided input into their school's SPSA through focus groups. While the percentage remained consistent with the prior year, student participation levels remained above the baseline of 4.8%.

In Action 4.3, additional partnerships and expanded leadership opportunities have been established. Progress has also been made in developing systems for monitoring student participation and engagement. Data has been collected regarding students serving as club leaders and officers, students participating in Youth Advisory Councils, and students participating in leadership and civic engagement opportunities across school sites.

For Action 4.3, Metrics 1.9, 1.11, and 4.7 demonstrate the effectiveness of the action:

For CTE and A-G completion (1.9), the number of students completing both a CTE pathway and A-G requirements increased by 3%. For work-based learning (1.11), 25% of high school students participated in work-based learning opportunities during the 2023–24 school year.

For community partnerships (4.7), the district increased partnerships with community organizations from 21 to 29 organizations supporting student engagement and student social-emotional, behavioral, and academic success.

In Action 4.4, the district continued implementation planning for a trainer-of-trainers model for the Youth Development Institute (YDI). During the 2025–26 school year, the primary focus was on expanding training opportunities for both staff and students. Staff also began developing plans to increase implementation of student voice and choice strategies within instructional programs. Structures currently exist to support student voice in school plan development and course development, and the district continues exploring opportunities to strengthen student voice in additional decision-making processes. Expanded Learning staff received youth development training during summer 2024, and preparations are underway for additional training opportunities during summer 2025.

For Action 4.4, Metric 4.8 demonstrates the effectiveness of the action:

For youth development trainings (4.8), the district offered four youth development-focused trainings during the year, including one general youth engagement professional development workshop and Youth Development Institutes for school teams. This doubled the number of youth development trainings offered compared to the prior year.

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

WJUSD continues to train a group of student leaders in summers to serve as trainers for peer workshops. These students will receive training from YDN in facilitation and presentation skills. Future work will include expanding student representation on site English Learner Advisory Committees and additional training for student board representatives.

Staff are developing a proposal to create a team of youth development leads who would serve as representatives from every school site. Additionally, staff are working on expanding career days that are offered at school sites to include a student voice component.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Empowering Youth Voice	Expand opportunities for student focus groups, feedback sessions, and surveys and act on feedback provided by youth.	\$156,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Formalize student representation on School Site Councils at the secondary level and on the LCAP Collaborative Committee by recommending revisions to board policy.</p> <p>Expand student representation on district and site committees.</p> <p>Continue student board representatives from the high schools and provide additional training to enhance their roles and leadership skills.</p> <p>Provide training for student leadership at the school and district level, including within the after school program, summer programs, and additional opportunities in the community.</p>		
4.2	Youth Leadership	<p>Develop student leadership and build student capacity as advisors to site administration through site based Youth Advisory Council.</p> <p>Develop student leadership and build student capacity as advisors through the Superintendents Youth Advisory Council</p> <p>Support opportunities for student performances, presentations, competitions, and youth-led leadership workshops and trainings.</p> <p>Provide StrengthsFinder for 9th grade students and expand to sixth grade using the Strengths Explorer.</p> <p>Expand our high school ambassador program, which gives high school students the opportunity to be mentors and leaders within our Expanding Minds after-school program.</p> <p>Continue the Youth Strengths Leadership camp.</p> <p>Develop the policies and procedures for students to earn the State Seal of Civic Engagement.</p>	\$257,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Community Support Structures	<p>Expand community support structures that are intentionally designed to address the needs of youth, aligned to the aspirations and guiding principles in the Woodland Community Call to Action.</p> <p>Partnerships with community-based organizations that provide opportunities for students to engage in leadership and develop agency.</p> <p>Increase connection with industry sector partners to support the expansion of course offerings, CTE pathways, internships and certification opportunities</p> <p>Develop and implement systems to monitor student participation to ensure proportionality</p>	\$240,273.00	No
4.4	Professional Development and Training	<p>Provide professional development to support youth development, including building staff capacity to...</p> <p>*Implement trainer of trainers model for Youth Development Institute (YDI) to build internal capacity and ensure sustainability for both youth and staff</p> <p>*Provide training in how to create opportunities for embedding student voice and choice in the instructional program and courses</p> <p>*Continue to incorporate youth voice into decision making structures such as the school plan and course development</p> <p>*Investigate opportunities to incorporate youth voice into board policy development and revision</p> <p>Utilize the Systemic Equity Review (SER) blueprint as a guide to address the unique needs of historically underserved students of color, foster/homeless, students with disabilities, and underrepresented groups</p> <p>Continue to provide Youth Development Institutes for the Expanding Minds staff to ensure youth engagement practices are infused into the after-school program.</p>	\$206,273.00	No

Action #	Title	Description	Total Funds	Contributing

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$27,600,935	\$2,942,610

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.520%	0.000%	\$0.00	28.520%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Course of Study</p> <p><b>Need:</b> Disproportionate access to a broad course of study</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 access.</p> <p>As determined by the Systemic Equity Review, there is a gap in access to a broad course of study.</p>	<p>Percentage of students completing UC/CSU a-g course requirements (high school only) with demographics; Cohort graduation rate at each high school.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>*The district's graduation rate had declined and was lower than the state average. The cohort graduation rate for WJUSD is 89.1% for 2023-24, while the state rate is 90.2%. However, we are beginning to see improvement with the 25 Dashboard showing a district cohort graduation rate of 91.4%, exceeding state rate of 87.8%. The percentage of graduates meeting A-G requirements is 35.1% while the state A-G rate is 53.9%. District-wide, A-G completion rates have fluctuated significantly over the last five years.</p> <p>*For the Class of 2023, English was the A-G subject with the lowest completion/in-progress rate (56% of students had completed or were in progress of completing four years of A-G approved English classes with a C or better)</p> <p>*In the 2022-23 school year, Latinx, African American, low-income, and in Special Education students were underrepresented in Advanced English classes.</p> <p>*In the 2022-23 school year, students who are Latinx, low-income, and in Special Education are underrepresented in Pre-Calculus, while white, Asian, and Emergent Multilingual students exceeded proportionality.</p> <p>*Students who are Latinx, Native American, Low-income, and in Special Education are underrepresented in AP Calculus.</p>	
1.3	<p><b>Action:</b> Family Support and Communication</p> <p><b>Need:</b> Family access to resources</p> <p><b>Scope:</b></p>	This action has been removed due to reductions in allocations to districts.	From the California School Parent Survey, the percent of parents who Agree or Strongly Agree that a. the school promotes academic success for all students, b. the school provides opportunities for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		meaningful student participation, and c. the school allows input and welcomes parents' contributions.
1.4	<p><b>Action:</b> Strengthen Biliteracy Programs</p> <p><b>Need:</b> To accelerate English Learners' language and literacy development and address underperformance on the ELA Academic Indicator, the district will enhance and expand biliteracy programs as an evidence-based, equity-driven strategy.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The district successfully completed the Project PROMESA (Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement) grant, which focused on improving instruction for English Learners through professional development, family literacy engagement, and dual language instructional approaches. Through the grant, teachers at Beamer, Dingle, and Woodland Prairie Elementary Schools received training designed to strengthen multilingual and multicultural instructional models, support effective English Language Development instruction, and develop parent leadership through family literacy and engagement programs. Outcomes of the project included the development of exemplary dual immersion and English Language Development instructional practices to support improved student achievement.</p> <p>Although the PROMESA grant has concluded, the district and school sites remain committed to sustaining and expanding this work through the use of site and district funds. Additional support and professional learning will continue in partnership with California Association for Bilingual Education (CABE), with a particular focus on supporting Dingle Elementary School's continued dual immersion expansion and strengthening instructional practices for multilingual learners. Our methodology for including the planned percentage of 6.4% for this action is based on calculating the</p>	<p>Number of Pathway awards for Biliteracy (Dual Immersion schools only); Number of State Seals of Biliteracy awarded to students (high school only)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		cost of the FTE of teachers at the three elementary schools who continue participating in and implementing these instructional initiatives.	
1.5	<p><b>Action:</b> Career Readiness for Cache Creek High students</p> <p><b>Need:</b> Every student group at Cache Creek High School has a Very Low performance level for the College/Career Indicator, on the 2024 California School Dashboard.</p> <p><b>Scope:</b> Schoolwide</p>	Students at Cache Creek High School receive a diploma when they graduate but do not have many opportunities to earn college credits or to develop work readiness skills while they are enrolled. CCHS has been designated an Equity Multiplier school and the plan which has been developed through feedback and input from CCHS students includes expanding dual enrollment options and Career Technical Education pathways. In the 2025-256school year, 88% of Cache Creek students are low income.	Number of CCHS students enrolled in dual enrollment courses; Number of CCHS CTE completers; Number of CCHS students participating in pre-apprenticeship programs
2.2	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> District-wide data, including performance levels from the 2025 California School Dashboard, show persistently low outcomes in English Language Arts and Mathematics, particularly for English Learners, Foster Youth, and Homeless students—who performed at the Red level. In addition, findings from the Systemic Equity Review identified a lack of consistent, high-quality instructional practices as a critical area for growth, especially related to best first instruction and culturally responsive teaching.</p> <p><b>Scope:</b></p>	Professional Development is designed to increase or improve services for unduplicated pupils by equipping Professional Development is designed to increase or improve services for unduplicated pupils by equipping educators with the instructional tools, collaborative structures, and knowledge necessary to strengthen student outcomes for high-need students. Professional learning is focused on improving Tier 1 instruction through the implementation of Professional Learning Communities (PLCs), strengthening the Multi-Tiered System of Supports (MTSS) model, advancing districtwide literacy initiatives, and increasing student engagement across all content areas. Training is provided LEA-wide to ensure that all instructional staff, particularly those serving schools with high concentrations of unduplicated pupils, receive support aligned with district	Number of targeted professional learning opportunities offered to classified staff to support student learning goals; Number of targeted professional learning opportunities offered to certificated staff to support student learning goals; Number of coaching and support sessions evidenced by coaching/feedback logs, for new teachers and for experienced teachers; Academic outcome improvements by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>priorities and evidence-based instructional practices.</p> <p>While the professional development is offered LEA-wide, it is principally directed to meet the needs of unduplicated pupils, who comprise a significant portion of the district's student population. Dashboard and local data continue to demonstrate persistent opportunity gaps for these student groups, including lower achievement in ELA and Mathematics, higher chronic absenteeism, and disproportionate suspension rates. As a result, professional learning efforts are intentionally designed to strengthen core instruction and ensure all students have access to engaging, rigorous, and responsive learning environments.</p> <p>Districtwide professional development is an effective way to:</p> <ul style="list-style-type: none"> <li>Strengthen Tier 1 instruction through collaborative PLC cycles focused on student data analysis, instructional planning, and targeted intervention strategies</li> <li>Support implementation of the MTSS framework to identify and respond to students' academic, behavioral, attendance, and social-emotional needs</li> <li>Advance districtwide literacy initiatives focused on reading, writing, academic language development, and disciplinary literacy across grade levels and content areas</li> <li>Increase student engagement through culturally responsive instructional practices, high-impact</li> </ul>	subgroup on CAASPP and local assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>teaching strategies, and meaningful learning experiences</p> <p>Ensure consistent implementation of evidence-based instructional practices that support English learners, foster youth, and low-income students</p> <p>Train staff in trauma-informed and inclusive practices to better support the social-emotional and academic needs of unduplicated pupils</p> <p>Strengthen language acquisition strategies and integrated supports for English learners within core instruction</p> <p>Providing this support to all educators ensures that every classroom is equipped to address equity gaps and improve outcomes for unduplicated pupils, particularly at schools with high concentrations of high-need students. Progress will be monitored through student outcome data disaggregated by subgroup, including CAASPP assessment results, literacy and local benchmark data, attendance and suspension data, English Learner progress on ELPAC, and other LCAP-aligned metrics.</p>	
<p><b>2.3</b></p>	<p><b>Action:</b> Data Analysis and Review</p> <p><b>Need:</b> Analysis of 2025 California School Dashboard results and local assessment data (iReady, ELPAC, CAASPP) reveal significant achievement gaps for English Learners, Foster Youth, and Low-Income students across multiple indicators. While some improvements were noted in chronic absenteeism and suspension rates, subgroup performance in</p>	<p>This action supports the development of site-based and district-wide data cycles where student performance data is regularly analyzed to identify trends, inform instruction, and adjust interventions. Providing all schools and leadership teams with the capacity to access and interpret disaggregated data will enhance the responsiveness of instructional strategies to the unique needs of unduplicated pupils. This action is principally directed toward these students but provided LEA-wide to build systemic capacity across all sites.</p>	<p>Site progress on self-evaluation of Professional Learning Communities using district rubric; Implementation of data analysis protocol three times a year at every school site and with every teacher</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>academic areas remains disproportionately low. The Systemic Equity Review further emphasized the lack of consistent data use across sites to monitor student progress and guide instructional decision-making.</p> <p><b>Scope:</b> LEA-wide</p>		
2.4	<p><b>Action:</b> Student Academic and Social Emotional Needs</p> <p><b>Need:</b> District data indicate elevated rates of chronic absenteeism and suspension among unduplicated students, particularly Foster Youth and Homeless students. While the 2025 California School Dashboard showed a .8% overall decline in chronic absenteeism, Foster Youth and Long-Term English Learners did not experience improvement. Additionally, local survey data from students, families, and staff highlighted a need for increased access to wellness and mental health supports, especially in schools with high concentrations of unduplicated pupils.</p> <p><b>Scope:</b> LEA-wide</p>	<p>After assessing the needs, conditions, and circumstances of our Foster and Homeless Youth, English Learners, and low income students, we have determined that English Learners, Foster Youth, and Low Income students have a higher need for social-emotional supports.</p> <p>Social-emotional supports—including wellness centers, counseling services, trauma-informed practices, and multi-tiered systems of support—are designed to address the unique stressors and barriers faced by Foster Youth, English Learners, and Low-Income students. These supports create safer, more inclusive learning environments and increase student connectedness, which research links directly to improved academic outcomes and reduced behavioral issues. This action is principally directed to unduplicated students and is provided LEA-wide to ensure equitable access to tiered mental health supports.</p>	<p>Reduction in chronic absenteeism and suspension rates for unduplicated subgroups; Number of schools implementing three lessons focused on Social-Emotional Learning per month; Number of small groups offered in 6-8 week cycles supporting students' SEL needs at every site by every counselor.</p>
2.6	<p><b>Action:</b> Early Literacy</p> <p><b>Need:</b></p>	<p>Action 2.6 addresses these early gaps by implementing tiered early literacy supports including evidence-based reading instruction, targeted interventions for below-grade-level</p>	<p>iReady Phonics, High Frequency Words, and Vocabulary assessment results; Number of early</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>District iReady diagnostic data show significant disparities in early literacy skills among unduplicated pupils, particularly Low-Income and English Learner students in grades TK–2. In the Fall 2024 assessment, only 22% of students were at or above grade level in reading, with unduplicated pupils disproportionately represented among those two or more levels below. Additionally, local data and partner input indicate that many families of unduplicated students lack access to books at home and need support in building foundational reading skills early.</p> <p><b>Scope:</b> LEA-wide</p>	<p>readers, expanded access to culturally relevant texts, and family engagement through literacy nights. These supports are designed to meet the specific needs of unduplicated students and are implemented across the LEA to ensure that every site builds a strong literacy foundation from the earliest grades. Though implemented LEA-wide, this action is principally directed to unduplicated pupils as it targets the root causes of their disproportionate reading challenges.</p>	<p>literacy instructional rounds conducted each year</p>
<p><b>2.7</b></p>	<p><b>Action:</b> Foster/ Homeless Student Support</p> <p><b>Need:</b> Chronic absenteeism and graduation rate data from the California School Dashboard show that Foster Youth and Homeless students in Woodland Joint Unified School District continue to experience disproportionate barriers to consistent attendance and high school completion. In 2025, Foster Youth had a chronic absenteeism rate of over 50%, and Homeless students exceeded 45%, far above the all-student average. Graduation rates for both subgroups remained below 70%, signaling persistent equity gaps. These students often lack stable housing, consistent adult support, and access to basic needs,</p>	<p>This action expands services that directly address the unique needs of Foster Youth and Homeless students, including case management, transportation assistance, school supplies, mental health support, and collaboration with county agencies. Supports are principally directed toward unduplicated pupils in these subgroups to reduce chronic absenteeism, improve graduation outcomes, and ensure equitable access to education. Although services are coordinated at the LEA level, they are exclusively designed to meet the unique needs and legal entitlements of Foster Youth under California Education Code and AB 490.</p>	<p>Chronic absenteeism rate; Graduation rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>directly impacting their academic performance and engagement.</p> <p><b>Scope:</b> LEA-wide</p>		
2.8	<p><b>Action:</b> Transportation to School</p> <p><b>Need:</b> Analysis of chronic absenteeism data in Woodland Joint Unified School District indicates that unduplicated students—particularly those identified as Foster Youth, Homeless, and Low-Income—experience elevated rates of absenteeism, often linked to barriers in consistent transportation access.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The district provides transportation for students because attendance is critical to student engagement, and with the geographic spread of the school district and transportation to school being a potential barrier for students, it is important for the school district to provide home/school transportation, as well as transportation for athletics programs. While transportation services may extend across the LEA, they are principally directed toward students facing unstable housing or economic hardship that hinders their ability to attend school regularly. By reducing these barriers, the district seeks to improve daily attendance, increase access to academic and wellness supports, and reduce learning loss among its highest-need populations.</p>	Chronic absenteeism rate
2.9	<p><b>Action:</b> Inclusive Practices</p> <p><b>Need:</b> Review of 2025 California School Dashboard data and internal assessments indicates that English Learners, Foster Youth, and Low-Income students experience disproportionate outcomes in academic achievement, suspension rates, and chronic absenteeism. In particular, unduplicated students receiving special education services or academic interventions face additional barriers when</p>	<p>Inclusive practices support all students, but especially students who are low income, English Learners and foster/homeless students. Research has shown that inclusive practices have high positive impacts on students in Special Education, in their perceived social inclusion, emotional inclusion, and academic self-concept (Alnahdi, 2022). Students who are included have better academic performance than students who are segregated in special education classrooms. Students who are English learners and in Special Education (dually identified) experience an even</p>	<p>ELA and Math Academic Indicator; 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; State target for the percent of students with IEPs receiving services in the regular early childhood program</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inclusive practices—such as co-teaching, universal design for learning (UDL), and tiered supports—are inconsistently implemented. Feedback from educational partners highlighted the need for more integrated learning environments and staff training to better serve diverse learners in general education settings.</p> <p><b>Scope:</b> LEA-wide</p>	<p>greater impact when they are not offered an inclusive setting. Action 2.10 expands the district’s capacity to implement inclusive practices that ensure unduplicated students are supported through general education with access to rigorous, grade-level instruction. Key strategies include professional development on UDL, co-teaching models, and culturally responsive instruction; expanded collaboration between general and special education teachers; and systems to monitor progress of students receiving tiered interventions. These actions are principally directed toward unduplicated students, as they are more likely to face ineffective support in traditional models. Implementation LEA-wide ensures all schools develop inclusive systems that equitably serve students with varied needs.</p>	
<p><b>2.10</b></p>	<p><b>Action:</b> Support for new and beginning teachers</p> <p><b>Need:</b> Data shows that schools with the lowest Dashboard performance levels—particularly in ELA, Math, and Chronic Absenteeism—also have the highest concentration of new and beginning teachers. These campuses serve a disproportionate number of unduplicated students (Foster Youth, English Learners, and Low-Income students), increasing the urgency to ensure instructional quality and consistency. Community Partner input further emphasized the need for targeted induction support and mentorship to improve teacher retention and instructional capacity in these high-need schools.</p>	<p>This action provides enhanced support for new and beginning teachers through induction coaching, mentoring, job-embedded professional development, and collaboration time. By prioritizing support at schools with higher percentages of unduplicated pupils, the district ensures these students benefit from more stable and effective teaching environments. While implemented LEA-wide, the supports are principally directed toward unduplicated pupils as they are more likely to be impacted by staff turnover and inconsistent instructional quality in underperforming schools and inexperienced teachers.</p>	<p>ELA and Math Academic Indicator; Percent of inexperienced, fully credentialed teachers who return to teach in the district</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>4.1</b></p>	<p><b>Action:</b> Empowering Youth Voice</p> <p><b>Need:</b> Dashboard and local survey data indicate lower school connectedness and engagement among low-income and foster youth students. Educational partner input highlights a need for leadership development opportunities for English learners and foster youth to build agency and belonging. Research and lived experience underscore that youth voice in school decisions increases motivation and academic success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Youth development efforts that support civic engagement, structured participation, and leadership opportunities are principally directed toward unduplicated pupils (low-income, foster youth, and English learners), who have been identified through educational partner input and local data as experiencing barriers to connectedness, voice, and post-secondary preparation.</p> <p>Actions will be provided on an LEA-wide basis to maximize impact, but will prioritize recruitment and support for unduplicated youth.</p>	<p>Chronic absenteeism rates of unduplicated students; results from California Healthy Kids Survey data on school connectedness</p>
<p><b>4.2</b></p>	<p><b>Action:</b> Youth Leadership</p> <p><b>Need:</b> Dashboard and local survey data indicate lower school connectedness and engagement among low-income and foster youth students. Educational partner input highlights a need for leadership development opportunities for English learners and foster youth to build agency and belonging. Research and lived experience underscore that youth voice in</p>	<p>Youth development efforts that expand on existing youth advisory committees, builds capacity for student leadership, and provides targeted mentoring and coaching are principally directed toward unduplicated pupils (low-income, foster youth, and English learners), who have been identified through educational partner input and local data as experiencing barriers to connectedness, voice, and post-secondary preparation.</p> <p>Actions will be provided on an LEA-wide basis to maximize impact, but will prioritize recruitment and support for unduplicated youth.</p>	<p>Chronic absenteeism rates; results from California Healthy Kids Survey data on school connectedness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>school decisions increases motivation and academic success.</p> <p><b>Scope:</b> LEA-wide</p>		

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>3.1</b>	<p><b>Action:</b> Standards-based Instruction</p> <p><b>Need:</b> California School Dashboard data shows that English Learners (ELs) in Woodland Joint Unified School District are performing significantly below standard in English Language Arts (ELA) and Mathematics, with the EL subgroup consistently falling in the “Red” or “Orange” performance levels. In 2024, EL students were over 60 points below standard in ELA and nearly 90 points below in Math, indicating persistent academic gaps. Additionally, ELs had lower reclassification rates and slower progress on the English Learner Progress Indicator (ELPI), signaling a need for stronger, integrated language and content instruction aligned with California State Standards.</p>	<p>This action supports the implementation of standards-based instructional strategies tailored to the linguistic and academic needs of English Learners. It includes professional development, integrated ELD support, curriculum alignment, and use of designated ELD time. These instructional enhancements are principally directed toward English Learners, who require structured academic language support to access grade-level content and accelerate language acquisition. This approach addresses both academic underperformance and compliance with state mandates for EL services.</p>	<p>Reclassification rate for English learners; Performance level on ELA and Math Academic Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>3.2</b></p>	<p><b>Action:</b> Long Term English Learners</p> <p><b>Need:</b> Woodland Joint Unified School District's Long-Term English Learners (LTELs) are performing at the "Green" level on the English Learner Progress Indicator (ELPI), reflecting notable progress in sustaining language development over time. However, a deeper review of student outcomes reveals that many LTELs remain below standard in academic content areas, especially in mathematics and writing, and are not meeting reclassification criteria despite extended enrollment in U.S. schools.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action reinforces effective strategies that have contributed to LTEL success on the ELPI, such as designated and integrated ELD instruction, data-informed progress monitoring, and academic scaffolding. These supports are principally directed to LTELs to ensure sustained gains and increase reclassification rates. Continuing to build on this momentum is essential for enabling LTELs to equitably access college and career opportunities.</p>	<p>Number of Long Term English Learners (middle and high school only); Reclassification rate for LTELs</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Systems of Support</p> <p><b>Need:</b> California School Dashboard data indicates that English Learners (ELs) continue to experience academic gaps in both English Language Arts and Mathematics, with scores remaining below standard despite some improvement in ELPI progress. Stakeholder feedback and internal data reviews highlight a lack of consistent, systematized supports across school sites to monitor EL progress,</p>	<p>This action funds the development and implementation of systems of support across the district, including common progress monitoring tools, site-based ELD supports, and multi-tiered support coordination. This action is entirely directed toward English Learners, ensuring schools can respond proactively to the specific language and academic needs of this group. Coordinated supports increase the likelihood that ELs receive timely interventions and are placed on a path toward reclassification and academic success.</p>	<p>English Learner performance level on ELA and Math Academic Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>align instruction, and address barriers to reclassification. This has led to uneven implementation of ELD strategies and delayed intervention for students not meeting expected growth benchmarks.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
3.4	<p><b>Action:</b> Family Engagement</p> <p><b>Need:</b> English Learners have a performance level of Red on the ELA Academic Indicator; Long term English learners have a performance level of Red on the ELA and Math Academic Indicators and Chronic Absenteeism</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The district has identified parent engagement as a strategy to improve student achievement, since parent education level has been shown to have a strong correlation with educational outcomes for students. In this action, the district is ensuring that families have access to information in both English and Spanish, and that teachers and staff have training in culturally responsive family engagement.</p>	<p>Number of opportunities for parent learning provided by Community and Family Engagement and developed to address the needs of unduplicated students; Academic Indicator; Graduation Rate Indicator; College/Career Indicator</p>
3.5	<p><b>Action:</b> English Language Development</p> <p><b>Need:</b> Although the district's English Learners have demonstrated progress on the English Learner Progress Indicator (ELPI), internal reclassification data and CAASPP results show that many EL students remain below standard in ELA and math, and a substantial number are not meeting the criteria for timely reclassification. Classroom observations and stakeholder feedback reveal inconsistent implementation of designated and integrated</p>	<p>An action within Goal 3 that is designed to address the English Learner achievement gap is Action 5: English Language Development, which the district has identified as a focus area and improvement strategy. Ensuring that all students who are English Learners receive both designated and integrated English Language Development is outlined in this action and is essential for students developing their language skills. Students who are English Learners must be provided with a rigorous, intellectually-rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation. Access to the</p>	<p>Performance level on the English Learner Progress Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ELD, resulting in missed opportunities to accelerate language acquisition and academic success.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>full curriculum is provided in addition to designated English Language Development. This action constitutes a qualitative improvement in services, going beyond what is provided to all students. Because it is entirely designed to support English Learners, it directly contributes to the LEA's Minimum Proportionality Percentage (MPP) obligation under LCFF. The investment in specialized ELD services represents a targeted and equity-driven use of funds to close achievement gaps and promote reclassification.</p>	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

In Action 3.5: Our methodology for including the planned percentage of 2.5% for this action: calculate the full time equivalent (FTE) of teachers who teach English Language Development at both the elementary and secondary levels. At elementary, use .15 FTE of each classroom teacher who teaches ELD since ELD instructional time is equivalent to .15 FTE, and at secondary, use the actual FTE for the number of ELD sections that the teacher has.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant funding will be provided to all schools with an unduplicated count of greater than 55%. This funding is targeted for all schools except Spring Lake and Zamora, which have a student concentration of less than 55%. These additional funds will be used to provide staff support to increase direct services to students, including intervention support, counseling, attendance support staff, and family engagement specialists. In Goal 2, Action 2.4, Student Academic and Social Emotional Needs, provides tiered structures and systems of support for students. In Goal 3, Action 3.4, Family Engagement, provides Community and Family Engagement Specialists to support home/school communication.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	39:1	24:1
Staff-to-student ratio of certificated staff providing direct services to students	28:1	16:1

# 2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	96,776,666	27,600,935	28.520%	0.000%	28.520%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$25,887,321.38	\$10,489,528.00	\$0.00	\$698,331.00	\$37,075,180.38	\$27,154,316.38	\$9,920,864.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Graduate Profile Implementation	All	No			All Schools		\$450.00	\$1,000.00	\$1,450.00				\$1,450.00	
1	1.2	Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,229,624.00	\$1,949,966.00	\$3,105,869.00	\$931,635.00		\$142,086.00	\$4,179,590.00	
1	1.3	Family Support and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$553,005.00	\$129,512.00	\$682,517.00				\$682,517.00	
1	1.4	Strengthen Biliteracy Programs	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Beamer Elementary, Dingle Elementary, Woodland Prairie Elementary		\$10,000.00	\$30,000.00	\$40,000.00				\$40,000.00	
1	1.5	Career Readiness for Cache Creek High students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cache Creek High School		\$179,105.00	\$41,079.00		\$220,184.00			\$220,184.00	
1	1.6	Expand VAPA programs	All	No			All Schools		\$1,636.38	\$143,652.00	\$100,288.38			\$45,000.00	\$145,288.38	
2	2.1	Base Program, Materials, and Facilities	All	No			All Schools		\$6,108,192.00	\$3,223,657.00	\$7,158,064.00	\$2,009,179.00		\$164,606.00	\$9,331,849.00	
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$892,895.00	\$94,000.00	\$970,108.00			\$16,787.00	\$986,895.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Data Analysis and Review	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$590,878.00	\$551,022.00	\$1,141,900.00				\$1,141,900.00	
2	2.4	Student Academic and Social Emotional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,226,906.00	\$548,100.00	\$4,575,056.00	\$1,137,350.00		\$62,600.00	\$5,775,006.00	
2	2.5	Attendance and Engagement	All	No			All Schools		\$678,379.00	\$12,740.00	\$691,119.00				\$691,119.00	
2	2.6	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,292,923.00	\$38,000.00	\$1,004,640.00	\$1,326,283.00			\$2,330,923.00	
2	2.7	Foster/ Homeless Student Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		\$140,908.00	\$23,026.00	\$147,882.00			\$16,052.00	\$163,934.00	
2	2.8	Transportation to School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,713,474.00	\$2,529,041.00	\$2,529,041.00	\$4,713,474.00			\$7,242,515.00	
2	2.9	Inclusive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,000.00	\$376.00	\$3,376.00				\$3,376.00	
2	2.10	Support for new and beginning teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$154,500.00	\$117,250.00	\$111,750.00			\$160,000.00	\$271,750.00	
3	3.1	Standards-based Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$74,700.00	\$4,500.00	\$53,500.00			\$25,700.00	\$79,200.00	
3	3.2	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools									
3	3.3	Systems of Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,872,772.00	\$1,500.00	\$2,704,349.00	\$151,423.00		\$18,500.00	\$2,874,272.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$11,126.00	\$42,000.00	\$6,126.00			\$47,000.00	\$53,126.00	
3	3.5	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$0.00	\$0.00				\$0.00	2.5
4	4.1	Empowering Youth Voice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$124,700.00	\$31,500.00	\$156,200.00				\$156,200.00	
4	4.2	Youth Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$56,620.00	\$200,920.00	\$257,540.00				\$257,540.00	
4	4.3	Community Support Structures	All	No			All Schools		\$193,523.00	\$46,750.00	\$240,273.00				\$240,273.00	
4	4.4	Professional Development and Training	All	No			All Schools		\$45,000.00	\$161,273.00	\$206,273.00				\$206,273.00	

# 2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
96,776,666	27,600,935	28.520%	0.000%	28.520%	\$17,489,854.00	2.500%	20.572 %	<b>Total:</b>	\$17,489,854.00
								<b>LEA-wide Total:</b>	\$14,685,879.00
								<b>Limited Total:</b>	\$2,763,975.00
								<b>Schoolwide Total:</b>	\$40,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,105,869.00	
1	1.3	Family Support and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$682,517.00	
1	1.4	Strengthen Biliteracy Programs	Yes	Schoolwide	English Learners	Specific Schools: Beamer Elementary, Dingle Elementary, Woodland Prairie Elementary	\$40,000.00	
1	1.5	Career Readiness for Cache Creek High students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cache Creek High School		
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$970,108.00	
2	2.3	Data Analysis and Review	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,141,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Student Academic and Social Emotional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,575,056.00	
2	2.6	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,004,640.00	
2	2.7	Foster/ Homeless Student Support	Yes	LEA-wide	Foster Youth	All Schools	\$147,882.00	
2	2.8	Transportation to School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,529,041.00	
2	2.9	Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,376.00	
2	2.10	Support for new and beginning teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,750.00	
3	3.1	Standards-based Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$53,500.00	
3	3.2	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.3	Systems of Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,704,349.00	
3	3.4	Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,126.00	
3	3.5	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	2.5
4	4.1	Empowering Youth Voice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,200.00	
4	4.2	Youth Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$257,540.00	



# 2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$30,031,307.00	\$49,190,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Graduate Profile Implementation	No	\$19,600.00	\$1390
1	1.2	Course of Study	Yes	\$3,653,964.00	\$2,861,702
1	1.3	Family Support and Communication	Yes	\$1,517,600.00	\$1,511,986
1	1.4	Strengthen Biliteracy Programs	Yes	\$0.00	\$34,520
1	1.5	Career Readiness for Cache Creek High students	Yes	\$199,079.00	\$0
1	1.6	Expand VAPA programs	No	\$1,393,647.00	\$1,343,815
2	2.1	Base Program, Materials, and Facilities	No	\$6,096,187.00	\$15,158,640
2	2.2	Professional Development	Yes	\$3,165,545.00	\$2,306,060
2	2.3	Data Analysis and Review	Yes	\$639,000.00	\$3,170,911
2	2.4	Student Academic and Social Emotional Needs	Yes	\$4,732,912.00	\$9,299,811
2	2.5	Attendance and Engagement	No	\$718,000.00	\$858,455

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Early Literacy	Yes	\$2,037,386.00	\$1,953,534
2	2.7	Foster/ Homeless Student Support	Yes	\$125,272.00	\$10,636
2	2.8	Transportation to School	Yes	\$1,600,000.00	\$7,192,887
2	2.9	Inclusive Practices	Yes	\$4,500.00	\$0
2	2.10	Support for new and beginning teachers	Yes	\$364,736.00	\$136,295
3	3.1	Standards-based Instruction	Yes	\$98,500.00	\$58,745
3	3.2	Long Term English Learners	Yes	\$20,000.00	\$14,949
3	3.3	Systems of Support	Yes	\$2,619,459.00	\$2,649,850
3	3.4	Family Engagement	Yes	\$38,500.00	\$20,454
3	3.5	English Language Development	Yes	\$0.00	\$0
4	4.1	Empowering Youth Voice	Yes	\$193,000.00	\$109,059
4	4.2	Youth Leadership	Yes	\$427,920.00	\$280,067
4	4.3	Community Support Structures	No	\$226,500.00	\$151,701

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Professional Development and Training	No	\$140,000.00	\$65,341

# 2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$27,231,885	\$19,504,527.00	\$19,586,133.95	(\$81,606.95)	8.900%	8.900%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Course of Study	Yes	\$2,931,295.00	\$2,650,449		
1	1.3	Family Support and Communication	Yes	\$1,517,600.00	\$1,511,986		
1	1.4	Strengthen Biliteracy Programs	Yes	\$0.00	\$0	6.4	6.4
1	1.5	Career Readiness for Cache Creek High students	Yes				
2	2.2	Professional Development	Yes	\$2,960,800.00	\$1,948,360		
2	2.3	Data Analysis and Review	Yes	\$639,000.00	\$1,717,975		
2	2.4	Student Academic and Social Emotional Needs	Yes	\$4,669,612.00	\$4,385,807		
2	2.6	Early Literacy	Yes	\$1,760,000.00	\$1,838,390		
2	2.7	Foster/ Homeless Student Support	Yes	\$15,000.00	\$10,636		
2	2.8	Transportation to School	Yes	\$1,600,000.00	\$2,479,413		
2	2.9	Inclusive Practices	Yes	\$4,500.00	\$0		
2	2.10	Support for new and beginning teachers	Yes	\$131,000.00	\$136,295		
3	3.1	Standards-based Instruction	Yes	\$72,800.00	\$55,935		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Long Term English Learners	Yes	\$20,000.00	\$15,949		
3	3.3	Systems of Support	Yes	\$2,555,500.00	\$2,466,418		
3	3.4	Family Engagement	Yes	\$6,500.00	\$1,560		
3	3.5	English Language Development	Yes	\$0.00	\$0	2.5	2.5
4	4.1	Empowering Youth Voice	Yes	\$193,000.00	\$109,059		
4	4.2	Youth Leadership	Yes	\$427,920.00	\$273,835		

# 2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$95,225,263	\$27,231,885	0%	28.597%	\$19,586,133.95	8.900%	29.468%	\$0.00	0.000%