

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Unified

CDS Code: 57726940000000

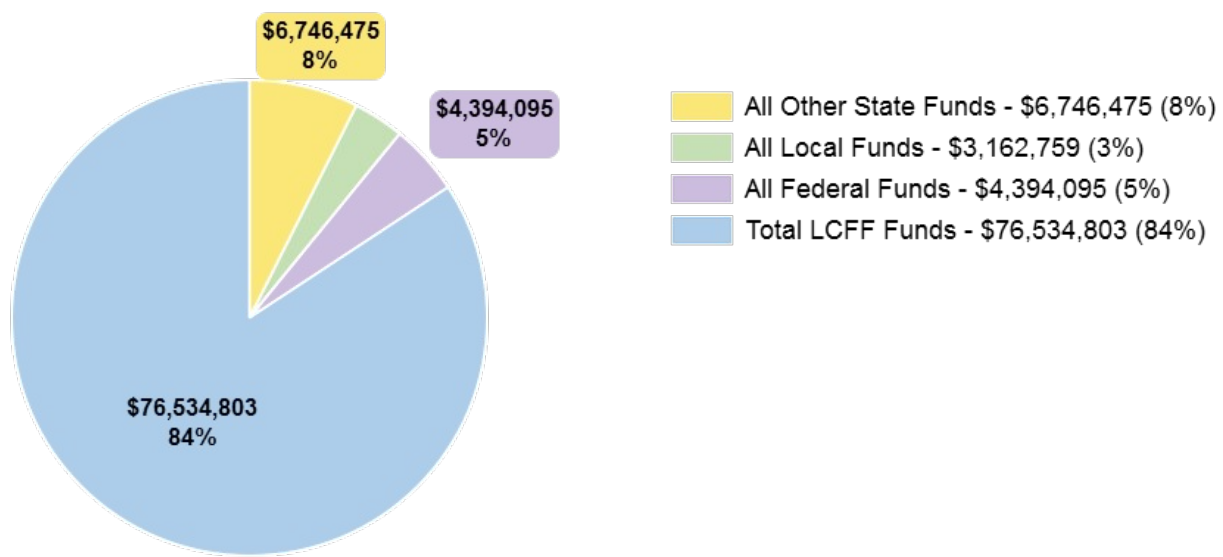
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Linda Luna | lluna@wusd.k12.ca.us | 916-375-7600

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).

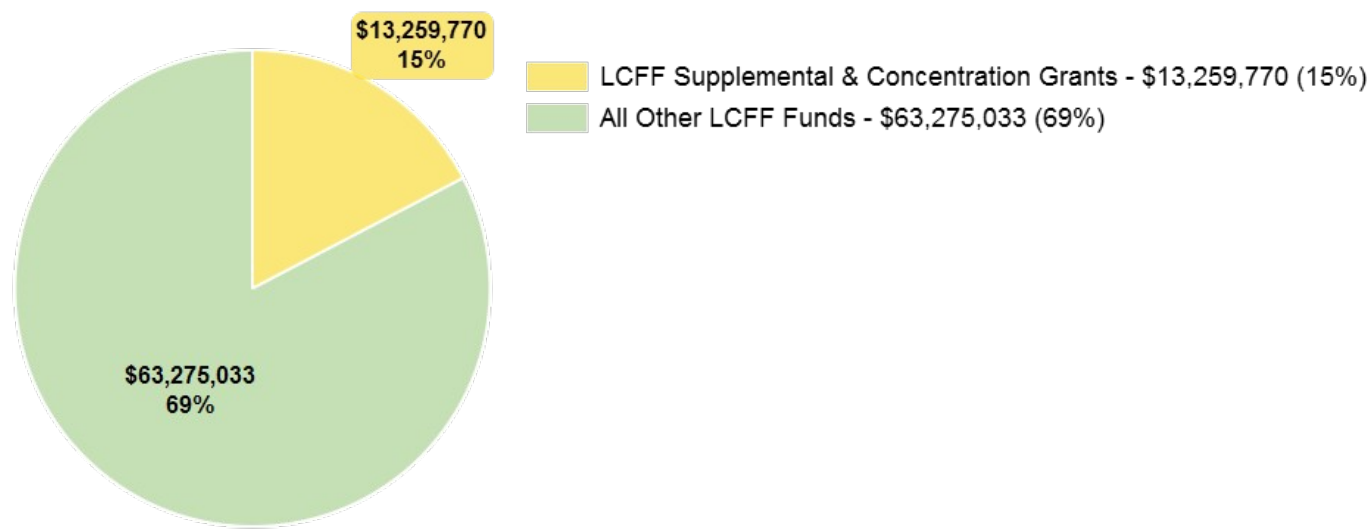
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$6,746,475	8%
All Local Funds	\$3,162,759	3%
All Federal Funds	\$4,394,095	5%
Total LCFF Funds	\$76,534,803	84%

Breakdown of Total LCFF Funds



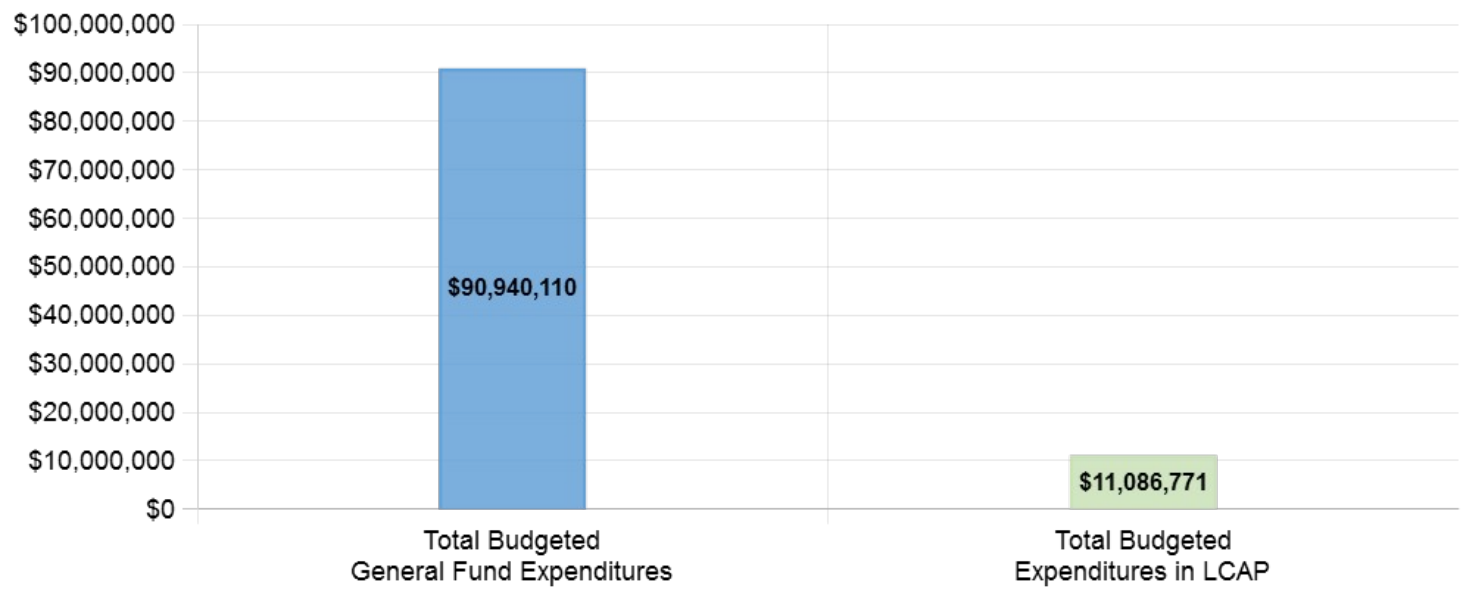
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$13,259,770	15%
All Other LCFF Funds	\$63,275,033	69%

These charts show the total general purpose revenue Washington Unified expects to receive in the coming year from all sources.

The total revenue projected for Washington Unified is \$90,838,132, of which \$76,534,803 is Local Control Funding Formula (LCFF), \$6,746,475 is other state funds, \$3,162,759 is local funds, and \$4,394,095 is federal funds. Of the \$76,534,803 in LCFF Funds, \$13,259,770 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$90,940,110
Total Budgeted Expenditures in LCAP	\$11,086,771

This chart provides a quick summary of how much Washington Unified plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Washington Unified plans to spend \$90,940,110 for the 2019-20 school year. Of that amount, \$11,086,771 is tied to actions/services in the LCAP and \$79,853,339 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Washington Unified projects known costs including personnel costs like step and column movement associated with existing bargaining agreements, and other well-established costs and associated inflation trends such as utilities, insurance premiums, consumable materials, existing contracts for services, non-voter approved debt service, etc. These expenses are not described in the LCAP.

Increase or Improved Services for High Needs Students in 2019-20

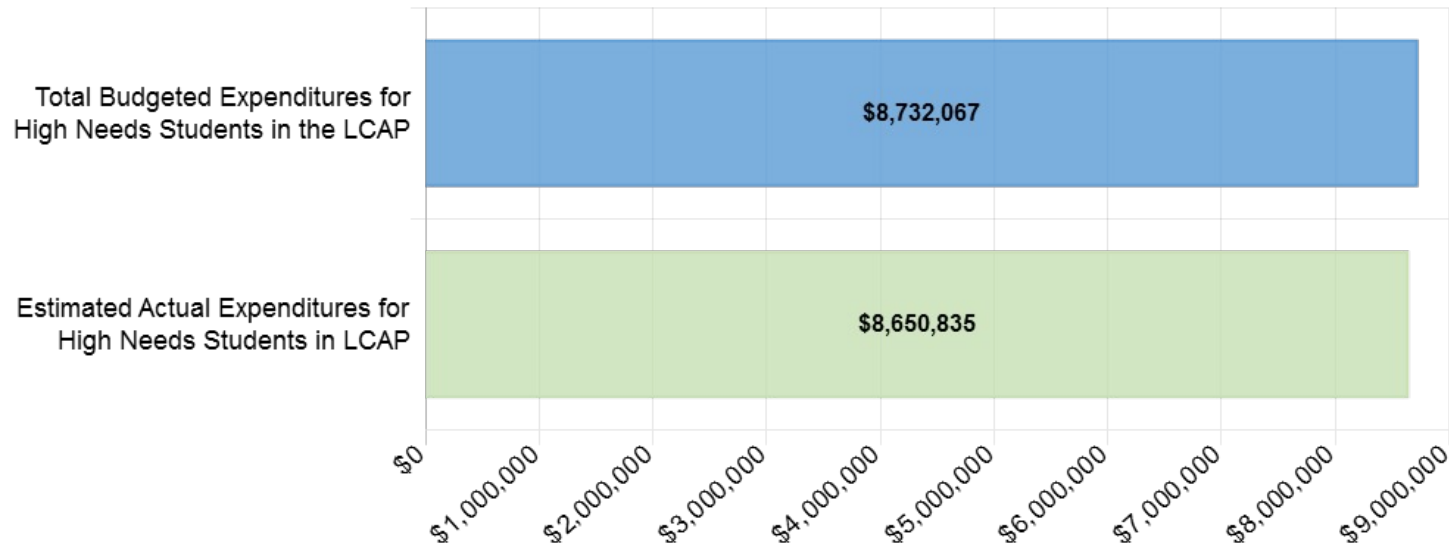
In 2019-20, Washington Unified is projecting it will receive \$13,259,770 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Washington Unified plans to spend \$8,995,969 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

While districtwide expenditures described in the LCAP are available to most, the services are principally

directed towards and are proving effective, in meeting the District’s goals for its unduplicated students. Funds are directed toward professional learning, intervention, and socioemotional supports proved to be effective in improving outcomes for high needs students.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$8,732,067
Estimated Actual Expenditures for High Needs Students in LCAP	\$8,650,835

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

In 2018-19, Washington Unified's LCAP budgeted \$8,732,067 for planned actions to increase or improve services for high needs students. Washington Unified estimates that it will actually spend \$8,650,835 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$81,232 had the following impact on Washington Unified's ability to increase or improve services for high needs students:

The estimated actual expenditures are slightly less than the actual due, most significantly to the lack of available teachers participating in extra hour intervention and professional learning. Additionally, there was a shortage of substitute teachers available to provide release time.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Washington Unified	Linda Luna	lluna@wusd.k12.ca.us
	Superintendent	916-375-7600

2017-20 Plan Summary

The Story

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

Mission:
The mission of Washington Unified School District, the gateway to extraordinary possibilities, is to challenge and support each student to develop effective critical thinking, problem-solving, and communication skills as a life-long learner acting in an ethical manner to serve a broader community through a community of learners characterized by:

- Engaging learning experiences in safe, positive environments;
- Highly-qualified, reflective and adaptive educators;
- A culture of innovation responsive to student needs and aspirations;
- A community promoting family involvement, strong partnerships, and school pride.

WUSD Community

The Washington Unified School District (WUSD) is conveniently located within minutes of California's State Capitol Building in the innovative and growing City of West Sacramento, serving an ethnically diverse population of approximately 7,900 students.

The student population includes 67.6 socioeconomically disadvantaged youth, 18.2% English Learners

and .7% Foster Youth.

The district currently operates State and Head Start preschool programs, 7 elementary schools (6 K-8 schools and one TK-6 school), one comprehensive high school, one dependent Middle College High School, one alternative high school, one independent study program, and an adult education program. To keep up with the City's demands for future growth, the WUSD has developed a comprehensive district-wide Facilities Master Plan to address key short-term and long-term goals including the potential construction of a new elementary school and more efficient use of current facilities.

Washington Unified is intensely focused on preparing all students for college and career readiness and becoming the next generation of leaders in our community. One will also notice a sense of urgency and excitement across the school district as we deepen our commitment and efforts in fulfilling our mission statement and truly becoming the gateway to extraordinary possibilities.

The District has accomplished so much in the past four years: centralized communications efforts, standards-aligned curriculum and resources for our students to meet and exceed standards, alternative and choice programs, new leadership with vision and passion leading our schools, visual and performing arts beginning in Kindergarten feeding into the high schools, and stronger partnerships with our parents, city, and county.

During the 2019 City of West Sacramento State of the City Address, the WUSD was awarded the Civic Leadership Award for Progress. This represents the transformation and progress the District is making but also the intentional leadership and vision for setting up youth for success in our community.

This is a district on the move and everyone is taking notice of the amazing transformation of WUSD.

LCAP Highlights

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

The key features of this year's Local Control Accountability Plan (LCAP) include a continued focus on multi-tiered systems of support (MTSS), professional learning communities (PLC), rigorous curriculum design (RCD: standards-aligned instruction and assessments) and the cycle of continuous support.

These areas are supported through intensive professional learning for our leadership team and certificated staff members. Moreover, significant resources have been allocated to support teacher collaboration (PLCs) made possible through our partnership with the West Sacramento Teachers Association. Furthermore, our primary focus has been to build the capacity of our administrative staff and teachers with MTSS strategies including early literacy training, Tier III intervention meetings, Restorative practices, Advancement Via Individual Determination (AVID) and identifying a new Instructional Coaching model for our district.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input,

or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on the review of the state indicators and local performance indicators included in the Local Control Funding Formula (LCFF) evaluation rubrics, Washington Unified is most proud of our work

English Learner Summer Programs, funded with LCFF dollars, has grown to over 200 students. Pre and post assessments show a significant increase in both oral and written English language proficiency. Teacher surveys show that this accelerated ELD program enhances student language production, both oral and written while equipping teachers with strategies, daily professional learning, and high-caliber coaching. Stakeholders report that students who attended the EL Summer Institute grew not only in their language ability but also in their confidence speaking English in the classroom. Reclassification of English learners continues to improve with a projected increase in reclassification from 173 students to 233 in the last 2 years.

The graduation rate for the socio-economically disadvantaged student group has increased to 90%.

Foster Youth and Homeless continue to be supported as demonstrated by the decrease in chronic absenteeism from 2017-18 to 2018-19. The LEA hired a full-time Foster Youth Outreach Specialist to support and monitor the progress of students identified as foster youth. The person arranges for academic and socioemotional interventions when needed.

Washington Unified plans to build upon this progress by continuing English learner summer programs, and the implementation of KeyStone species units for English Language Development. Foster youth will continue to be supported by a full-time case manager.

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

Greatest Needs

The Fall 2018 CA School Dashboard shows the following areas in which overall performance was in the orange performance category:

1. Chronic Absenteeism
2. English Language Arts (ELA)
3. Math

Additionally, multiple indicators for students as identified foster youth, students with disabilities and homeless show lack of progress. Washington Unified has been identified for Differentiated Assistance in the area of graduation rates of students with disabilities however, there has been vast improvement. The graduation rate of the students with disabilities increased by 13.8% from 2016-17 to 2017-18. In support of this, the following actions are continuing:

1. Increase the amount of co-teaching in the general education classroom
2. Increase in access to core curriculum at the K-8 level
3. Offering more options to meet graduation requirements
4. Pilot of Learning Centers to increase support and access to general education
5. Professional learning
6. Alternatives to suspension through Restorative Practices and other reflective activities appropriate for the discipline needed

WUSD staff and leaders are determined to address these areas to improve student outcomes.

To reduce the suspension rate, the following actions are being refined or implemented:

Multi-Tiered Systems of Support

Site Administrator trainings for Alternatives to Suspension

Behavioral intervention model including restorative and PBIS practices

Differentiated Support through Yolo County Office of Education

Continued use of Social Workers and Outreach Specialists to address social and emotional challenges that student encounter.

To increase student achievement in English Language Arts 3-8, the following actions are being refined, implemented or expanded:

Locally developed Standards-aligned curriculum, instructional delivery, local assessments through the Rigorous Curriculum Design model

MTSS: Tier I academic and instructional supports

Professional Learning Communities through weekly Wednesday professional learning time focused on student outcomes and data for guiding instruction.

6-8 Department Chair to facilitate ongoing dialogue and improvement ensuring alignment of curriculum, instruction and common assessments

Utilization of Lexia Reading Software program to accelerate literacy among struggling readers

Academic Intervention through A2 (Academic Academy)

Early literacy interventions through the implementation of Guided Reading K-3

Differentiated intervention utilizing Intervention Specialists and Instructional Coaches

Students with Disabilities – Access to Academics:

* 2018-2019 Changed practice that students in Special Day Class will be diploma track unless specifically stated (with evidence) in the student's IEP. Previously, all students in SDC were placed on the certificate of completion track.

* Increase student mainstreaming opportunities.

* Input and brainstorming at March 27 Educational Leadership meeting with all site administrators and directors which includes systemic improvement of k-8 IEP students.

To reduce chronic absenteeism, the use of early warning systems including Attention2Attendance and

Tipping Point will continue to be utilized. Youth Outreach, Home School Liaisons and Social Workers will engage parents and students early and provide resources to improve attendance.

To increase student achievement in Mathematics 3-8, the following actions are being refined, implemented or expanded:

Professional Learning Communities through weekly Wednesday professional learning time
6-8 Department Chair to facilitate ongoing dialogue and improvement ensuring alignment of curriculum, instruction and common assessments
Continue to participate in the California Language and Learning Institute (CALLI)
Instructional Coaching
Academic Intervention through Academic Academies (A2)

To monitor and improve the indicator for chronic absenteeism, which currently maintained a status of 10.6%, the following actions will continue:

Utilizing Home School Liaisons, Youth Outreach Consultants, and Social Workers to make personal connections with families when students begin to incur extensive absences.

Continue to use Attention2Attendance as an alert notification when students are approaching chronic absenteeism status.

Include the importance of regular attendance during parent educational events.

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

Performance Gaps

The 2018 Fall CA School Dashboard reflects that under the indicators for College and Career Readiness, Chronic Absenteeism and Suspension there are students groups with performance levels two or more levels below the "all student" performance levels.

The College and Career Readiness indicator for all student performance are yellow; while the English learner and students with disabilities (SWD) indicators are red.

The Graduation Rate indicator for all student performance is green while the students with disabilities (SWD) indicators is red. Additionally, the Graduation rate indicator for African American, English Learners, and Hispanic student groups is orange.

The Suspension Rate indicator for all student performance is yellow while the foster and homeless youth indicators are red.

Washington Unified is taking the following steps to address these disparities:

1. The Leadership Team completed the LEA Self-Assessment to determine priorities of need
 - LEA Support for Safe Learning Environments and Student Engagement
 - LEA Ensures Equitable Access to Rigorous Coursework and Educational Opportunities

- LEA Use and Support of Data to Close Achievement Gaps
2. WUSD is utilizing support through Differentiated Assistance to determine root cause, evaluate the effectiveness of current programs and begin the cycle of continuous improvement.
 2. District-wide behavioral intervention model to support Tier I and Tier 2 MTSS strategies.
 3. Increase mainstreaming opportunities for our students with disabilities to support CCR indicator and graduation rate.
 4. Focus on "recruiting" English learner students to participate in career/college pathways.
 5. Continue to expand on strategies to prepare all students for SBAC to support our CCR indicator.
 6. Hired and will train 7 Instructional coaches that will be assigned specific school sites to support their colleagues with Tier I and Tier II strategies in the classroom.

Comprehensive Support and Improvement

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

Schools Identified

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

- Elkhorn Village Elementary
- Yolo High School

Support for Identified Schools

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

- Comprehensive Support and Improvement plans for Elkhorn Village Elementary and Yolo High School is described in each sites Student Plan for Student Achievement (SPSA) after thoughtful consideration through comprehensive Needs Assessment and Evaluations of past and current allocations of resources.
- Working with the Yolo County Office of Education Differentiated Assistance Team, site principals for Elkhorn Village and Yolo High School Principals participated in a District Needs Assessment and the Local Educational Agency Self-Assessment (LEASA). This process served as a model for Elkhorn and Yolo to duplicate with their various stakeholder groups.
- Elkhorn Village:
- One on one meetings were held to provide guidance and support on data analysis to determine the most appropriate evidence-based interventions and identifying appropriate resources.
- Areas of Focus:
- Rigorous Curriculum Design (RCD) – rigorous and relevant standards-based instruction
 - Guided Reading

- Before and afterschool interventions based on data from RCD pre and post unit assessments
- Reading Intervention Specialists - utilizing Fountas and Pinnell Leveled Literacy Intervention System

Yolo High:

- Increase A-G alignment through district approved standards-based curriculum and assessments
- * Setup an intervention class for English learners and students struggling with language arts
- After School tutoring to support English Learners and low-performing students
- Establish a monitoring program to analyze student results over the course of the semester

Monitoring and Evaluating Effectiveness

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

Washington Unified leadership staff will monitor and evaluate the implementation and effectiveness of the CSI plan using the following model:

The Principal and Assistant Superintendent of Educational Services will use the Local Educational Agency Self-Assessment (LEASA) for progress monitoring Template. Every six to eight weeks the Principal will use evidence to self-reflect and identify where improvement is or is not occurring.

Annual Update

LCAP Year Reviewed:

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

Goal 1

College and Career Readiness: Students will graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration and citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Implementation of State Standards

Annual Measurable Outcomes

Expected	Actual
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Access to instructional materials.Williams Act Audit compliance-random samples.

Baseline: 100% compliance

2018-19:100% compliance .

100% compliance as evidenced by the Williams Act Audit, random samples. All students had access to appropriate instructional materials.

Actions/Services

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

Action 1

Planned Actions/Services

Acquire high- quality standards aligned instructional materials and resources for all students.

Actual Actions/Services

As evidenced by Williams Audit, purchase orders, invoices, and classroom observation, high-quality instructional materials were made available to all students across content areas.

Budgeted Expenditures

\$1,600,000
General Fund
4000-5000

Estimated Actual Expenditures

\$1,082,125
General Fund
4000-5000

Action 2

Planned Actions/Services

Continue to develop and implement a comprehensive,

Actual Actions/Services

Multi-tiered Systems of Support (MTSS) implementation

Budgeted Expenditures

\$47, 000 General Fund
(Illuminate Software)

Estimated Actual Expenditures

\$47, 000 General Fund (Illuminate Software)

Planned Actions/Services

district-wide Multi- Tiered System of Supports (MTSS) framework to foster rigorous and relevant learning environments, develop instructional leaders to drive student achievement in literacy, problem solving, critical thinking, communication, collaboration and citizenship through data driven instruction. Through this process, WUSD staff will:

- Prioritize and unpack grade level or course specific standards
- Expand teacher designed grade or course specific units of study through Rigorous Curriculum Design (RCD)
- Continue to develop a common assessment system (formative, benchmark and summative) aligned to CA state standards
- Maintain a collaborative, problem solving approach to analyze student data and work together in the intervention and enrichment process
- Continue to utilize a cohort of teachers and administration

Actual Actions/Services

including unpacking standards to design K-12 Units of Study for ELA and Math. Common assessment are included in the Units of Study. Professional Learning Time was implemented with discussions around students needing the most support (Tier 3) to plan socioemotional and academic interventions. Furthermore, Professional Learning Time was implemented every Wednesday using Professional Learning Community strategies to review and modify unities of study and assessments, evaluate student work and discuss and model Tier I and Tier II instructional strategies. MTSS was the focus of the contracted professional learning day. The DREAM Team continues to meet and revise the Units of Study based on teacher and student needs. Program Specialists coordinated these efforts. Illuminate data management system was used

Budgeted Expenditures

\$100,651 LCFF Sup/Con
(Program Specialist)
1000-5999

Estimated Actual Expenditures

\$100,651 LCFF Sup/Con
(Program Specialist)
1000-5999

Planned Actions/Services

(Developing Resources for Engagement while taking Action to Make a Difference D.R.E.A.M. Team) to become experts on rigorous curriculum design and data driven instruction

- Use LCFF funds to maintain a 1.0 FTE Program Specialists to organize, implement and sustain the MTSS model system wide
- Sustain student data management system (Illuminate)

Actual Actions/Services

to sustain data management.

Budgeted Expenditures**Estimated Actual Expenditures****Action 3****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Continue increase of student classroom technology use to improve 21st century skills through tech tools (GSuite, WeVideo, Read&Write, EquatIO)

Student Classroom technology usage has increased both in quality and quantity. Over 50 teachers have attended enough training and classroom practice to become Google Certified Educators. Professional learning for G Suite, We Video, Read & Write and EquatIO has been ongoing. Most sites are close to 1:1 student to device ratio.

\$42,802 General Fund
\$3,886 Title I
5000-5999

\$42,646 General Fund
\$2,320 Title I
1000-5800

Action 4

Planned Actions/Services

Provide an alternate support system to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring to students underperforming academically.

Actual Actions/Services

Underperforming students were provided opportunities for academic intervention through after-school tutoring, homework hour, Academic Outreach and the Newcomer intervention program offered at Gateway Towers apartments.

Budgeted Expenditures

\$331,500
1000-5999
Title I

Estimated Actual Expenditures

\$211,000
1000-5999
Title I

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Provide summer extended learning to increase academic language acquisition of English Learners and further progress toward reclassification to English proficient. With the influx of immigrants, provide an additional class focused primarily on Emerging level students "Newcomers."

Utilize 9 FTE English Learner Intervention Specialists to promote and support early literacy for English learners.

Use the expertise of "EL Ambassadors," (cohort of teacher leaders) to provide professional learning, instructional coaching, and support for a continuous cycle of learning.

Fund a 1.0 FTE Teacher on Special Assignment to support the implementation of Integrated and Designated ELD TK-8. This

Actual Actions/Services

2018 EL Summer Institute served over 225 students ranging from kindergarten through 8th grade. Curriculum focused on English language acquisition using teacher created Keystone Species Units. Newcomers were integrated across grade levels and provided differentiated support.

The English Learner Intervention Specialist positions were converted to Early Literacy and Reading Intervention Specialists serving EL and non-EL struggling readers in K-3. They also provided peer coaching on their assigned sites.

EL Ambassadors continued to be instructional leaders on their sites, providing training on effective strategies for English learners, and as district-wide professional learning facilitators.

Budgeted Expenditures

\$1,059,537 (LCFF Sup/Con)
\$ 60,000 (Title I)
\$100,000 (Title I)
\$122,500 (Title III
1000-5999

Estimated Actual Expenditures

1,059,537 (LCFF Sup/Con)
\$97,547 (Title I)
\$101,785 (Title III
1000-5999

Planned Actions/Services

position will provide professional learning, instructional coaching, and facilitate professional learning communities around effective strategies used for English learners.

Actual Actions/Services

A 1.0 FTE Teacher on Special Assignment provided professional learning, instructional coaching, and facilitated professional learning communities (PLC) around effective used for English Learners.

Budgeted Expenditures**Estimated Actual Expenditures****Action 6****Planned Actions/Services**

Continue to promote WUSD's Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.

Actual Actions/Services

WUSD continued to promote the Seal of Biliteracy. Over 50 student test materials were provided to eligible students. Fall results show 100% of students taking the assessment in their native language passed. Results for the spring assessment are forthcoming. 17 students took the assessment in the Spring.

Budgeted Expenditures

\$2,356
Title III
4300

Estimated Actual Expenditures

\$2,400
Title III
4300

Action 7**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide career exploration and guidance through the Get Focused Stay Focused Program Implementation. Fully implement the 9th grade Building Foundations for Success course and 10- year plan. Integrate the Stay Focused 10th grade follow-up modules and 10-year plan review via the English Department. Introduce students to college and career readiness via the Get Focused Stay Focused Bridge curriculum at the middle school level. Implement Stay Focused 11th grade follow-up modules and 10-year plan review for all 11th graders. Cost includes professional learning, supplies and materials.

Career exploration and guidance through the Get Focused Stay Focused Program was fully Implemented. The 9th grade Building Foundations for Success course and 10- year plan was introduced to students. Cost includes professional learning, supplies and materials.

\$64,000
0709 Sup/Con
1000-5999

\$49,600
0709 Sup/Con
1000-5999

Action 8

Planned Actions/Services

As there is teacher and administrator turnover each school year, there will be continued training to ensure that

Actual Actions/Services

Professional learning included home/hospital instruction, the Individualized Education Plan (IEP), 504 process, Student

Budgeted Expenditures

\$10,000 LCFF S /C
1000-5999

Estimated Actual Expenditures

No funding was expended. Trainings were conducted by in house staff or county SELPA. Extra hours were not needed.

Planned Actions/Services

students with disabilities are appropriately placed to effectively meet their identified needs, the Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and SST teams on best practices when determining the placement of students. Additional training will be provided to site administration and special education staff on the eligibility criteria for students with disabilities to access services through Extended School Year (ESY) to address the students identified needs in the area of regression and recoupment of information from the completed school year. Continue to evaluate systems and placement procedures to ensure that all students are in the least restrictive environment.

Actual Actions/Services

Study Team, and differentiated instruction. Coaching through the IEP process, with a focus on placement and services, has been ongoing.

Developed and required staff to utilize the newly developed Extended School Year eligibility form to identify student need for ESY based on regression and recoupment.

Analyzed and corrected data related to identified percentage of time students were in the general education classroom.

Monitored placement through pre IEP meetings, the IEP meeting and audits of placements and files.

Budgeted Expenditures**Estimated Actual Expenditures**

1000-5999

Action 9

Planned Actions/Services

Allocations of funds to sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plan must be clearly outlined in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth or low income students

Actual Actions/Services

Allocations of funds were disbursed sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plan were outlined in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth or low income students

Budgeted Expenditures

\$346,800
0709 Sup/Con
1000-5999

Estimated Actual Expenditures

\$346,800
0709 Sup/Con
1000-5999

Action 10**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Extended Summer programming to include:

Strategic summer programs to provide interventions for students behind in ELA and/or Math.

Incorporate "Growth Mindset" into Math programs.

Blended Learning for credit recovery will be offered in the summer to support students with their academic progress.

A pilot program for middle school students, struggling with math, provided extended learning to over 50 students. The program incorporated growth mindset, AVID like strategies, hands on science and math applications.

Blended learning for credit recovery was offered at River City High School and Yolo High School.

\$200,000.00 LCFF Sup/Con
\$200,000.00 Title I
1000-5999

\$184,500 LCFF Sup/Con
\$179,000 Title I
1000-5999

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

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

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

<p>The implementation of actions to support College and Career Readiness has been thorough.</p> <p>High-quality instructional materials for English Language Arts, mathematics, and Social Studies (6-12 only) have been adopted and implemented. Teachers identified priority standards, created units of study, common formative assessments. The Rigorous Curriculum Design (RCD) team created a communication protocol to promote a common messaging and receive feedback for improvement. Teams refined the assessments throughout the year based on feedback from teachers.</p> <p>MTSS completed the second year of implementation with a deeper understanding by all stakeholders of the process and protocols. Site MTSS meetings were held to create systematic support plans to meet the academic, social-emotional and behavioral needs of our neediest students. Additionally, every Wednesday teachers were provided release time to collaborate on teaching and learning to best meet the needs of students. The RCHS/TK-8 Buddy Mentorship Program was expanded to seven sites. District-wide Alternatives to Suspension training was provided to a cohort of teachers and administrators. More teachers were involved in the process of developing common assessments aligned to CA state standards. Student data was entered into our student data management system (Illuminate). An Early Literacy assessment was developed and administered to all students in grade TK-3 to identify students in need of reading intervention and to inform teaching and learning in the classroom.</p> <p>To increase academic language acquisition of English Learners and further progress toward reclassification to English proficient an EL Teacher on Special Assignment supported teachers to improve teaching and learning. Instructional staff gained a deep understanding of the instructional strategies necessary to prepare students for the rigor of the English Learner Proficiency Assessment for California (ELPAC.) Students identified as English learners, from Newcomer to Long-Term English learners, were encouraged to attend a rigorous and engaging summer program providing extra support towards English language acquisition in reading, writing, speaking and listening.</p>

The State Seal of Biliteracy program continues to build with greater participation each year. This year, WUSD tested over 50 students.

One of the challenges in the implementation of Goal 1 was due to a shortage of available credentialed teachers to provide out of school time intervention.

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

The CA School Dashboard reflects slight decrease and maintain for academic indicators. The actions supporting the College and Career Readiness Goal are in the implementation stages.

Internal data including pre/post assessments show K-8 students are showing improvement from pre to post on Unit assessments for ELA and math. Secondary teachers are prepared to teach to Common Core Standards due to aligned curriculum, assessments and instructional materials. Get Focused, Stay focused program has resulted in increased attendance of those students involved in the program vs. 10-12th who did not participate. Each students completing the course has created a ten-year college and career plan.

Preliminary data is showing a decline in suspensions, Action 2 MTSS, leading to less time out of the classroom for behavior referrals or suspension. English learner reclassification rates have increased the last two years. Currently, there is not ELPI indicator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 budgeted amount was significantly higher than actual expenditures due to a shortage of available credentialed teachers to provide the service.

Action 1 experienced a significant decrease in funding for instructional materials due to overestimation of cost.

Action 8 related to professional learning was adjusted and modified based on needs and availability of internal resources.

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

An additional Outcome Measure will be included for 2019-20:

CA School Dashboard will show an increase in all academic indicators ELA, Math, College, and Career Readiness, English Learner Progress and

Graduation rate, districtwide.

Action 1- Modified due to increase in expenditure for history adoption.

Action 2 - Due to budget reductions, we are in the process of reorganizing district-level to streamline services to the school sites. This will be accomplished through ongoing administrative and teacher training, hiring 7 site based Instructional Coaches and providing resources to ensure all MTSS strategies are supported (budget included in Goal 3.)

Action 4: Decrease in Title I Alternative Supports due to a shortage of teachers available for the service.

Action 5 - Due to reorganization and budget restrictions, the number of intervention specialists is reduced to 4 FTE at Riverbank, Elkhorn, Westmore Oaks and Westfield.

Action 8: Decrease in funding due to internal training staff and contracted professional learning hours.

Action 10 - Funding adjusted to show LCFF and Title Programs.

Action 11 will be added to Goal 1. This action will describe the partnership between WUSD and the City of Sacramento to encourage families to begin college and career readiness beginning at the preschool level.

Funding adjustments were made to the following Actions:

1.7 Get Focused, Stay Focused reduced to \$44,500

1.10 Updated to reflect \$200,000 in Title I funding

Action 1.12 New Action to provide a summer math pilot program for middle schools.

Goal 2

Educational Opportunities: WUSD will create an individualized high-quality educational experience which addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education pathways, Visual and Performing Arts, higher-leveled Mathematics, laboratory and applied Sciences, and World Languages and alternative pathways that support educational options and flexibility.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Implementation of State Board adopted academic content.

Baseline: Math, ELA, ELD curriculum adoptions

Math, ELA, ELD, VAPA, CTE, Social Science and Physical Education assessments and report cards align to standards

Actual

Math, ELA, ELD, VAPA, CTE,
Social Science, Physical Education assessments and report cards align to standards as evidenced by curriculum, assessment and report cards.

Expected

Student's ability to identify educational pathway indicator. Develop local measure.

Baseline:Develop local metric

18-19: Improvement, Increase.

Baseline: Green on the CA School Dashboard

The College and Career indicator, on the CA Dashboard will reflect green and improving.

Baseline: 52%

Students graduating with A-G eligibility will meet or exceed 66%.

Baseline: TK-5 Master Schedule reflects at least 30 minutes daily.

TK-12 Master Schedule reflects at least one period of ELD daily.

Actual

Our student's ability to identify educational pathways has been improved due to River City High School's outreach activities so students understand the educational pathway options. This is also included in our Foundations for Success required 9th grade class. Furthermore, we have implemented a process where principals evaluate elective courses in grades 6-8 to ensure alignment with our educational pathways. Our Board of Trustees approved a 6-8 elective for technology so students can begin to explore educational pathways.

The College and Career indicator, on the CA Dashboard will reflects yellow and maintained. We have identified the root causes for our College and Career indicator reflects yellow and have developed steps to support our students including increasing SBAC scores, "recruiting" under represented populations to achieve equity and increase mainstreaming opportunities with our students with disabilities.

Students graduating with A-G eligibility was 53%.

TK-12 Master Schedule reflects at least one period of ELD daily.

Expected

Baseline: 40 students enrolled

Dual Immersion enrollment will meet or exceed 120 K-2nd grade students.

Actual

Dual Immersion enrollment met enrollment of 120 K-2nd grade students.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Implement EPAC findings.
Increase and strengthen K-12
educational pathway options.

Pathways were strengthened
with the addition of a capstone
course for Culinary Arts and
Agriscience. An additional
course was added to the
Computer Science pathway. A 6-
8th grade Computer Science
course was approved for
implementation in 2019-20. AVID
was expanded to elementary
level to support a college and
career culture and provide skills
necessary to support all
educational pathways.

\$52,200 LCFF Sup/Con
\$64,800 CTE Grants, if renewed
1000-5999

\$52,000 LCFF Sup/Con
\$65,000 CTE Grants
1000-5999

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Access for Students with Disabilities:
The Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and academic counseling staff on placing students with disabilities in the least restrictive environment (LRE) and how to provide the students with equitable access to core academic classes, CTE and electives through placement in sections identified in the Master Schedule, in order to provide effective and appropriate inclusion support. Evaluate staffing needs.

In order to increase access to pathways, the number of co-taught classes at the secondary level has been expanded. Extra staff support is provided by the Special Education Department as needed. Technology, specifically a ViGo, has been provided to support students with severe disabilities to participate in classroom activities with grade level peers. Training on how to place students in the least restrictive environment has been included in professional contracted days and through Department meetings.

\$10,500
0709
Supplemental/Concentration
1000-3000

\$8,400
0709 Supplemental/Concentration
1000-3000

Action 3

Planned Actions/Services

- Visual and Performing Arts will reflect State standards in the Arts and provide enriching experiences

Actual Actions/Services

The Visual and Performing Arts program is transitioning to full alignment of national and state

Budgeted Expenditures

\$76,500
LCFF Sup/Con
1000-5999

Estimated Actual Expenditures

\$75,000
LCFF Sup/Con
Title IV

Planned Actions/Services

for students to connect and apply classroom learning.

- Continue to utilize the GATE Task Force to fully implement a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students.
- Dual immersion program teachers will continue professional learning in Academic Spanish, Spanish Language Development, and provided appropriate core and ancillary resources in Spanish. Additional assessments of Spanish literacy will be identified to accurately monitor students' success in becoming bi-literate. Dual Immersion Pathway Awards will be developed by a team in coordination by the Title I funded Dual Immersion Program Specialist.

Actual Actions/Services

VAPA standards. Teachers were provided professional learning by highly qualified VAPA consultants in the development of standards-based units.

The GATE Task Force did not meet in 2018-19. A GATE plan was developed in 2017-18 including procedures, assessment, identification, and instructional strategies. These procedures were implemented in 2018-19. To provide equity a new assessment was implemented and multiple measures are included for identification.

The Dual Immersion program expanded to Second Grade. Dual Immersion teachers utilized contracted professional development time to participate in professional learning communities and expand their knowledge of effective practices for dual immersion.

Assessments of Spanish Literacy were chosen and implemented. Dual Immersion

Budgeted Expenditures**Estimated Actual Expenditures**

1000-5999

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

pathway awards are being discussed for use in 2019-20 to acknowledge students progress toward Seal of Biliteracy.

Action 4**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

AVID identified schools will have all staff and administration trained for effective implementation of program accelerating students to meet a-g requirements.

100% of AVID identified school administrators attended training on effective implementation of the program to increase students meeting A-G requirements. Currently, over 30% of K-8 teachers have received professional learning related to AVID- like instructional strategies.

\$40,800 materials and supplies
Professional learning included in
Goal 3, Action 1
LCFF Sup/Con
Title I
Title II
1000-5999

\$39,890 was expended for materials, supplies and AVID tutors supporting site AVID programs.
LCFF Sup/Con
Title I
Title II
1000-5999

Action 5**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide effective support structures of historically underserved populations in CTE pathways, Middle College High School, AVID, MESA program, computer science and STEM academies. Establish baseline data in order to identify gaps in participating groups of students. Promote these programs beginning in elementary school through afterschool programs and electives.

To provide opportunities for greater populations of historically underrepresented students, specifically students with disabilities, a cohort of students with special needs, was included in the Culinary and Construction pathways. This class was supported with an additional paraprofessional. A 6-8th grade computer science course was approved for implementation in 2019-20. This will provide greater exposure to all student groups in elementary school. The district was awarded \$120,000 in grant funds to incorporate Coding into the After School Education and Safety grant.

\$25,500
LCFF Sup/Con
1000-5999

\$25,000
LCFF Sup/Con
1000-5999

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Grow the number of students transitioning to pre-apprenticeship training post-graduation in the Construction pathway. Hire a transition specialist, director, and construction teachers to enhance the current Construction pathway. Note that this grant is to be principally directed to low income, English Learners, foster youth and students with disabilities.

The Pre-Apprenticeship Training grant allowed for the hiring of a Transition Specialist and Director. These positions enhanced the existing Construction pathway.

\$500,000
CCCCO Pre-Apprenticeship
Grant
1000-5999

\$500,000
CCCCO Pre-Apprenticeship
Grant
1000-5999

Action 7

Planned Actions/Services

Provide the opportunity for every 6th grade student to experience outdoor, hands on learning, through overnight science camps. Encourage students to explore Science, Technology, Engineering and Math (STEM) pathways based their experience in a real world setting.

Actual Actions/Services

Every 6th-grade student was offered the opportunity to participate in hands on learning through overnight science camps. There was no cost to families.

Budgeted Expenditures

\$140,000
0709
Supplemental/Concentration
1000-5999

Estimated Actual Expenditures

\$140,000 was provided for this activity.
0709 Supplemental/Concentration
1000-5999

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

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

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

<p>High quality instructional materials for English Language Arts and mathematics have been adopted and implemented. Ongoing professional learning is in place. Social Studies curriculum is in the implentation phase. A cohort of teachers, the Dream Team, is revsisng and expanding units of study.</p> <p>Multitiered Systems of Support (MTSS) completed it's second year of full implementation with the goal of supporting the academic and socioemotional wellbeing of all students. Implementation included a Universal Screener to identify student supports needed. The screener was administered to all students. Site MTSS Rounds, meetings to create systemic support plans, have been completed and are being refined for next year. Sanford Harmony Buddy Program was piloted by teachers and is being implemented by all sites next year. The RCHS/ TK8 Buddy Mentorship was expanded to 8 sites. The 5 year plan for restorative practices has been created. Three sites began piloting this year with a district-wide restorative practices taskforce in place.</p> <p>Teacher cohorts, the DREAM Team, unpacked and prioritized standards, refining the remainder of their units and assessments for 2019-20. The Universal Assessment Team (UAT), consisting of teachers and administrators, created a common assessment system aligned to CA standards. UAT and DREAM Team are creating a process for assessment using Illuminate that will be piloted in 20182019. The UAT created a common assessment calendar. The Rigorous Curriculum Design (RCD) Implementation Team was formed to analyze student data and ensure intervention and enrichment are being provided.</p> <p>Career exploration and guidance has been fully implemented as planned with 100% of RCHS 9th and 10th graders through the Get Focused Stay Focused program. Teachers participate in summer planning, GFSF regional and state trainings/conferences, and a cadre throughout the year to ensure the integrity of the program across all classes. Expansion to 11th-grade students is on track for 2018-19. Implementation for expansion to middle school is on hold due to other areas of focus currently.</p>
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Visual and Performing Arts teachers attended two full days of training on the alignment of curriculum to standards and continue to provide opportunities for students K-8 to experience standards-based VAPA instruction through multiples genres.

One of the challenges in the implementation of this professional learning portions of these actions was the shortage of available substitute teachers.

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

2018-18 was the full implementation year for many of the actions described in Goal 1; College and Career readiness. As the first year of full implementation, the evidence of effectiveness as related to student outcomes is premature; however, projections for increased learning time through less behavior interruptions has been noted.

The evidence of effectiveness as related to systems and processes is available. For instance, Action 2 (MTSS) Year 2 was completed including:

- Over 90% of TK8th grade students were assessed with a socioemotional screener, completed by teachers, to identify areas of need
- Sites held MTSS Tier 3 Meetings or Rounds, to collaborate and create support plans as needed for identified students
- A Buddy Program between River City High School and elementary sites was expanded to 8 sites Teachers and students reported positively on the program.
- A 5-year plan for full implementation of Restorative Practices has been developed.

Career Pathways show 100% of students (with parent permission) have applied to Sacramento City College as freshmen and have a California Community College and Sacramento City College ID. 100% of students earning an A or B in the articulated, ag approved Building Foundations for Success 9th-grade course have earned 3 college credits. These outcomes help students to work towards the "prepared" or green section of the CA Dashboard College and Career Indicator.

100% of the DREAM Team completed units for grades K-8, ELA and Math, including pre and post assessments and curriculum at a glance guide (scope and sequence). A common assessment system is 100% completed and implemented in Grades K-8. An aligned system for teaching and assessment has been 100 % completed and is continuing.

One of the challenges of implementing a vast amount of professional learning was the shortage of available substitute teachers.

Effectiveness of English learner actions includes instructional capacity and deeper understanding of English Learner Proficiency Assessment for California. Reclassifications rates have increased.

The effectiveness of the Visual and Performing Arts training has been noted during classroom observations and created a culture of collaboration within the department.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 budgeted amount for LCFF Sup/Con was underspent due to materials being purchased through another funding source (Title IV and the general fund.) Overall expenditures were as expected.

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

Action 1: Educational Pathways is revised due to budget restraints.

Action 2: Special Education Training funding was reduced due to the availability of internal trainers.

Action 3 The GATE Taskforce did not meet in 2018-19 as the defined work of the committee was completed. Sites conduct GATE parent meetings.

Action 3 budgeted amount for 19-20 will increase with Title IV funding.

Action 4: AVID professional learning is included, thereby increasing the funding.

Action 6 will be modified as there is no longer grant funding; however, the partnership with Northern California Training will continue through construction based internships.

Action 8: Indian Education program is new, 2019-20.

Due to funding adjustments, the following actions have revised budgeted amounts:

Action 2.2

Action 2.4

Action 2.5

Goal 3

High Quality Teaching and Learning: Students will be college and career ready through the District’s system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Implementation of Academic Standards - added to CA School Dashboard, Fall 2017

Annual Measurable Outcomes

Expected

Baseline: 80% attendance

90% of credentialed staff will attend in Professional Learning contracted days.

Actual

78% of credentialed staff attended in Professional Learning contracted days.

Expected

Baseline: 90% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

95% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Baseline: Yellow, Low, 46.7 points below Level 3, Increased 6.4 points

Progress on the Smarter Balanced ELA Assessments will meet Distance from Standard (Level 3)

Baseline: Green, Medium, 69.3%, increased 1.5 %

Progress on Smarter Balanced Math Assessment will reflect Green, medium, continued improvement in change on the California School Dashboard.

Early Assessment Program Results.

Baseline: ELA Conditionally Ready: 36% ELA Ready: 22%
Math Conditionally Ready: 22% Math Ready: 6%

ELA Conditionally Ready: 46% ELA Ready: 38%
Math Conditionally Ready: 32% Math Ready: 26%

Actual

95% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Progress on the Smarter Balanced ELA Assessments did not meet Distance from Standard (Level 3.)

Progress on Smarter Balanced Math Assessment did not reflect Green, medium.

ELA Conditionally Ready: 47.2% ELA Ready: 22%
Math Conditionally Ready: 21% Math Ready: 7%

Expected

Baseline: Baseline to be established in 18-19.

English learner reclassification rates will increase each year.

Baseline: 90%

New Teacher Induction completion rates will meet or exceed 95%.

Actual

English learner reclassification rates increased by 12%.

New Teacher Induction completion rates exceeded 95%. Only one teacher did not complete the program.

Actions/Services

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

Action 1**Planned Actions/Services**

Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and designated non-instructional work days as described in a Comprehensive PD Plan. Track professional development activities using software system.

Actual Actions/Services

Professional learning centered on CA State Standards and utilizing adopted curriculum and Units of Study. These trainings occurred during contracted days and hours. The DREAM Team (teachers volunteering to create units) was trained on articulation across grade levels as they strategically developed units of

Budgeted Expenditures

\$600, 000 for extra hours, substitute teachers, contracts
\$360,256 for 1.2% salary increase
1000-5999 LCFF Sup/Con

Estimated Actual Expenditures

\$580,000 Extra hours, substitute teachers, contracts (LCFF Sup/Con)
\$360,256 salary increase (General Fund)
1000-5999

Planned Actions/Services

Professional Development and Professional Learning will include:

- * 1.2% contracted increase for credentialed staff through additional contracted Professional Learning time including weekly early release of students.

- Implementation of the new ELA, and Math curriculum
- Content specific support
- Integrated and designated ELD
- Articulation across grades to ensure robust and strategically planned development of the standards and instructional delivery.

- * Provide professional learning, time and resources to establish effective professional learning communities

- Developing technology teacher leaders through intensive professional learning and certification tracks
- Provide job-embedded coaching, model lessons, and follow-up, focused on digital citizenship, building foundational

Actual Actions/Services

study.
2018 Summer Professional Learning was provided to leadership and continued through monthly in-services.

During the October 19th contracted professional learning day, four sessions related to effective EL instruction for both designated and integrated English language development were well attended. Additionally, 15 after school trainings were offered and well attended. As a follow-up to these sessions, teachers took advantage of demonstration lessons, co-planning, coaching, and team teaching.

The Instructional Technology Department provided job-embedded coaching, model lessons, and follow-up, focused on digital citizenship, building foundational technology skills, assessment, and increasing the

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

technology skills, assessment, and increasing the use of assistive technology to support our diverse learners and multimedia use in mastering the new standards.

Actual Actions/Services

use of assistive technology to support diverse learners and multimedia use in mastering the new standards. Additionally, over 50 hours of professional development related to Google Suite were provided.

Teachers used early out Wednesdays to collaborate utilizing professional learning strategies to evaluate units of study and common assessments to improve their instructional practice.

Budgeted Expenditures**Estimated Actual Expenditures****Action 2****Planned Actions/Services**

Recruit, develop and retain highly-qualified, reflective, and adaptive educators
Include annual culturally responsive education, mandated reporter, and sexual harassment training for all staff
Develop and initiate health and

Actual Actions/Services

Culturally responsive education mandated reporter, and sexual harassment training for all staff occurred.
Health and wellness action steps to increase staff capacity for daily success were taken.
Improve employee recognition

Budgeted Expenditures

\$357,000
0000 General Fund
1000-5999

Estimated Actual Expenditures

\$346,000
0709 Supplemental/Concentration
0000 General Fund
1000-5999

Planned Actions/Services

wellness action steps to increase staff capacity for daily success
 Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Mission

Expand Induction Program to include mentoring/onboarding of staff new to the District Develop and sustain student teacher program partnerships with local university programs Explore National Board Certification incentive programs

- Implement the use of classified staff professional learning funds to improve professional capacity of staff
- Support aspiring, new, and developing administrator professional learning programs
- Support administrative memberships in professional organizations providing professional learning opportunities.

Actual Actions/Services

programs focused on exceptional work with students aligned to the WUSD Mission
 The Induction Program including mentoring/onboarding of staff new to the District Develop and sustaining student teacher program partnerships with local university programs moved forward. The following actions happened.

- Implemented classified staff professional learning funds to improve professional capacity of staff
- Supported aspiring, new, and developing administrator professional learning programs
- Supported administrative memberships in professional organizations providing professional learning opportunities.

Budgeted Expenditures**Estimated Actual Expenditures****Action 3**

Planned Actions/Services

Support certificated positions (TOSA, Program and Intervention Specialists, Administration) will provide direct support to the classroom for teacher and student support. Support instructional coaches and measure effectiveness of classroom practice

Actual Actions/Services

Support certificated positions (TOSA, Program, Intervention Specialists, Administration) provided direct support to teachers and students.

Due to budget constraints and reorganization, this action has been modified for 2019-20.

Budgeted Expenditures

\$ 1,096,990
Supplemental/Concentration
1000-3999

Estimated Actual Expenditures

1,096,990
Supplemental/Concentration
1000-3999

Action 4**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Expand the Induction Program (formerly known as BTSA) Professional Development and Coaching Support for approximately 40+ teachers. Continue to support new teachers in providing quality and engaging instruction to WUSD students.	The Induction Program supported 47 WUSD teachers during the 2018-19 school year. 27 Mentors provided weekly support through classroom observation, feedback, lesson planning and coaching. Trainings included Love and Logic Classroom Management, Autism in Middle Eastern and Minority Communities.	\$ 204,120 Supplemental/Concentration 1000-3999	\$204,000 Supplemental/Concentration 1000-3999
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to support the full implementation of A Look at Learning (A.L.L.) to support English Learners at thte 3 sites with the largest EL populations. Supplement the Central Valley Foundation grant with additional collaboration time and planning time. Participte fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership.

Central Valley Foundation carryover funding was used to supplement professional learning extra hours for teachers and facilitators. The team continued to work with EdPartners through the CA Language and Literacy Institute (CALLI) to promote mathematical discourse and communicating reasoning related to math success. The focus this year was on Math talk and alignment of curriculum and instruction to Interim Assessments.

\$10,000
0709 Sup/Con
1000-5900

\$10,000
CALLI grant
1000-5900

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Use grant funds from the CA Scale-Up MTSS Statewide Initiative to participate in professional learning related to the soci-emotional support of students.

The SUMS grant funded 5 days of professional learning through the Placer County Office of Education to collaborate around MTSS frameworks. Additionally, funds were used to provide 4 days of Restorative Practices and Positive Behavior Supports professional learning including manuals. Each site was provided several copies of the book, Don't Suspend Me, and Tier I, II, And III Handbooks.

\$25,000
LCSSP Grant
1000-5999

\$25,000
SUMS Grant
1000-5800

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

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

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

The implementation of the actions to support High-Quality Teaching and Learning was thorough.

Professional learning was implemented through teacher cadres for all content areas, K12, increased contracted professional development time, Rigorous Curriculum Design (RCD), Guided Reading Instruction, Teacher on Special Assignment (TOSA) support through coaching, demonstration lessons and support with lesson development.

One challenge was the availability of substitute teachers for teacher release days.

Through extensive professional learning and the Rigorous Curriculum Design (RCD) process, K8 ELA and math units were developed including common assessments and a Curriculum Guide.

The English learner Teacher on Special Assignment (TOSA) supported teachers through demonstrating lessons, co-planning, co-teaching, and presenting professional learning around effective strategies for promoting English language acquisition.

The Induction Program has contributed to the success of 45 new teachers. Only 2 teachers are leaving the district to pursue other avenues. Surveys show that participating teachers find the program to be instrumental in the improvement and effectiveness of their classroom instruction and management.

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

Professional learning was implemented through two (2) contracted professional learning days focused on Equity and Alignment of instruction to

standards across content areas.

Teachers met every Wednesday to discuss students outcomes and lesson design.

The continuation Rigorous Curriculum Design trainings resulted in completed units of study for English Language Arts and mathematics, in grades TK-8.

Teacher participation rates in contracted professional development hours close to 80%. Staff surveys reflected positive feedback for opportunities offered.

While the CA School Dashboard does not yet reflect this work, local assessments are showing positive indications.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 1 - For 19-20 this action will include 7FTE instructional coaches.

Action 4 - revised to reflect standards from the Commission on Teacher Credentialing.

The following actions were adjusted due to budget revisions:

Action 3.3 Due to reorganization, this action is modified for 19-20.

Action 3.5 As a result of Central Foundation Grant sunseting, this action was revised.

Goal 4

School Climate: Students will find joy through their educational experience and will attend schools in an environment conducive for learning that are safe, healthy, nurturing and supportive as they become independent and lifelong learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: Basic Services Local Climate Survey

Annual Measurable Outcomes

Expected

Facilities Inspection Tool

Baseline:Good repair overall

18-19: Good repair overall

Actual

Facilities Inspection Tool (FIT) will reflected "good repair overall."

Expected

School attendance rates

Baseline: 95.4%

18-19: 96%+

High school graduation rates

Baseline: 94.3%

18-19: 96%

Chronic Absenteeism

Baseline: 10.68

18-19: 6%

CA Healthy Kids Survey.

Baseline: 58% of students feel safe or very safe at school.

18-19: 75%

Actual

Attendance rates are projected to exceed 96%.

High school graduation rates maintained at a rate of 91.3% for the 2017-18 school year.

There was a decrease of 1.7% midyear for chronic absenteeism from June 2018. Final data will be available in July, 2019.

CA Healthy Kids Survey reflects that 79% of students feel safe at school.

Expected

High School drop out rate

Baseline: 8.7%

18-19: 5.7%

Middle school drop out rate.

Baseline: Establish baseline

18-19: Continuous Improvement

Teachers appropriately assigned.

Baseline: 90% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

18-19: 95%

Actual

19-20 drop out rates were not available at the time of adoption. Most current rate is from 18-19 at 5.7%.

19-20 Middle School drop out rate is unavailable at the time of adoption.

95% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils that are teaching.

Expected

Access to instructional materials, Williams Act Compliance, random sample.

Baseline: 100%

18-19: 100%

Suspension rates

Baseline: Green, medium, 4.4%, declined 1.5%

18-19: Green, maintain or decrease

Expulsion rates

Baseline: Less than 10 per year

18-19: Less than 10 per year

Actual

Access to instructional materials, Williams Act Compliance, random sample met 100%

Projected suspension data shows a significant decrease in suspensions districtwide. Currently, suspension rate is yellow on the CA School Dashboard. The yellow indicator is based on 2017-18 suspension rate.

Final data on districtwide expulsions will be available in the Winter of 2019. At board adoption, there were 5 expulsions.

Actions/Services

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

Action 1

Planned Actions/Services

Continue implementation of district wide culturally responsive social emotional and positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and intervention strategies and supports for each tier of intervention within the Multi- Tiered System of Supports (MTSS). The comprehensive MTSS framework will include:

- Continue to utilize positive behavior systems district wide; including Kevin Bracy's REACH ONE program, restorative practices, and ATTENTION 2 ATTENDANCE (\$85,000) LCFF SUP/CON

- Implement district wide positive behavior

support universal screener, curriculum and resources to support Tier 1 (50,000) LCFF

Actual Actions/Services

The MTSS Universal Screener designed to identify socioemotional needs was given to all K-12 grade students. Year I of Sanford Harmony, Socio-emotional curriculum, was provided to all TK-8th grade teachers. Implementation of Sanford Harmony included 5 days of voluntary paid professional learning.

The River City High School/TK-8 Buddy Mentorship Program grew from 3 to 6 sites. A five-year Restorative Practices plan was developed.

Voluntary Sensory Calm Down training was provided to teachers. Youth Court was fully implemented with a total of 19 cases being heard. Of the 19 cases, 14 students were offered the opportunity to reduce their suspensions.

Kevin Bracy's REACH ONE

Budgeted Expenditures

\$1,129,417
LCFF Sup/Con
1000-5999

Estimated Actual Expenditures

1,129,417
LCFF Sup/Con
1000-5800

Planned Actions/Services

SUP/CON

- If budget allows, Fund a 1.0 FTE Program Specialists to organize, implement and sustain the model system wide (funding to be supported by Goal 1, Action 2)
 - Provide training on Equity and Bias related to disparities in referrals, suspensions and graduation rates based on race/ethnicity.
 - School social workers provide training for teachers and staff on strategies and techniques to support students needing additional social/emotional support (\$25,000) LCFF
- SUP/CON
- Ongoing personnel costs
 - 2018-19 --Increase social worker services at .5 FTE per site district wide to support students and families with high social/emotional needs. Research alternative ways (grants) to fund

Actual Actions/Services

program was utilized for the 4th consecutive year at all sites within the district. The program expanded to include 1:1 mentoring and counseling groups. ATTENTION 2 ATTENDANCE continues to be the district's main source for monitoring the attendance, including an emphasis on chronic absenteeism. School Social workers provided training at staff meetings around socioemotional support for all students, but specifically targeted to students with high trauma needs. Social worker services increased by 1 FTE allowing each school site to have a .5 FTE social workers services.

Professional Learning around Equity and Bias was provided to the Leadership Team during two leadership meetings and to all staff as Keynote Speaker on a contracted professional learning day.

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

this increase as this increase in FTE is contingent upon

Actual Actions/Services**Budgeted Expenditures****Estimated Actual Expenditures****Action 2****Planned Actions/Services**

Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.

Actual Actions/Services

The Tipping Point Attendance continued to be used in an effort to decrease chronic absenteeism.

(This was previously reported as Goal 4, Action 5 in the board adopted 18-19 LCAP)

Budgeted Expenditures

\$9,078
0709
Supplemental/Concentration
1000-5999

Estimated Actual Expenditures

\$9,078 Contract
LCFF Sup/Conc
5200

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Provide PL for Assistant Principals and classified campus supervisors.
See Goal 3 Classified PD

Playwork materials were updated for each elementary site. Trainings will occur next year.

(This was previously reported as Goal 4, Action 2 in the board adopted 18-19 LCAP)

\$15,000
LCFF Sup/Con
1000-5999

\$10,000
LCFF Sup/Con
4300

Action 4

Planned Actions/Services

Continue to provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students.

Actual Actions/Services

Continued to provide additional administrative support to high needs school sites impacted by poverty and social-emotional needs of students.

(This was previously reported as Goal 4, Action 3 in the board adopted 18-19 LCAP)

Budgeted Expenditures

\$824,420
0709
Supplemental/Concentration
1000-3999

Estimated Actual Expenditures

\$824,420
0709 Supplemental/Concentration
1000-3900

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Support the academic and social-emotional success of foster and homeless youth throughout the district with a case management system K-12 coordinated through the employment of a 1.0 FTE Youth Outreach Specialist who will coordinate all Foster and Homeless support services.

A 1 FTE Youth Outreach Specialist monitors and coordinates foster youth services throughout the district.

(This was previously reported as Goal 4, Action 4 in the board adopted 18-19 LCAP)

\$107,765
LCFF Sup/Con
1000-5999

\$107,765
LCFF Sup/Con
1000-3000

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Use California Learning Communities for School Success Program (LCSSP) Grant funds to hire 1 FTE Social worker, 2 FTE Youth Outreach Specialists and purchase a positive classroom management system. Provide extra hours and training opportunities for instructional and supervisory staff on strategies to promote positive student decisions, restorative practices and other evidenced-based approaches.	Postions were hired and trainings occurred.	\$359,000 LCSSP Grant 1000-7999	\$359,000 Grant funded 1000-5000
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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The Director of Special Services will provide training(s) to administrators, special education teachers, general education teachers related to the discipline of students with disabilities that include, but are not limited to, culture awareness, classroom management strategies, developing appropriate behavior goals and/or behavior intervention plans and the law related to manifestation determination in order to decrease the number of students with disabilities being suspended both in and out of school or expelled by appropriately and effectively addressing behavior concerns.

The Director of Special Services provided professional development to teachers, support staff and administrators on the following topics:

1. Equity, discipline and the Manifestation Determination facilitated by Dora Dome, Esquire.
2. Site trainings on Manifestation Determination
3. "Don't Suspend Me" training in conjunction with Student Services

No additional funding needed; incorporated in contracted professional learning days.

No funding necessary for this action.

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

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

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

The implementations of actions to support positive school climate have been and continue to be successful. The district maintains a positive attendance percentage, multiple services for students and families with high social-emotional needs, lowered out of school suspensions numbers and outstanding support to our foster youth through the district. The district plans to continue to support these various programs through our LCAP funding.

Implementation includes:

A universal social-emotional screener for all students. All Tier 3 students identified by the screener had an action plan to indicate the necessary social-emotional supports to be provided by name and by need.

Established a process for supporting Tier 3 students.

Held Tier 3 team meetings where students were provided an action plan with targeted supports specific to student needs.

The Sanford Harmony Buddy program at all K8 sites and will be in full implementation for next year.

The RCHS/Tk8 Buddy Mentorship program expanded to promote student success through facilitated activities to build healthy peertopeer and adult to-peer relationships.

The hiring of positions was completed.

One of the challenges of implementing this goal is that there is a greater need for socio-emotional support than resources available.

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

While the implementation of systematic supports through MTSS is in its beginning phases (Year 2), overall effectiveness reflects:

- positive attendance percentage
- multiple services for students and families with high social-emotional needs
- lowered out of school suspensions numbers
- support to our foster youth through the district.
- LCAP Parent Advisory Committee feedback is overwhelmingly positive
- Readiness to move forward with full implementation of the Sanford Harmony Buddy Program and the Buddy Mentorship Program
- A decline in suspension rates.
- Decline of chronic absenteeism rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 1 - Kevin Bracy's Reach One program will be optional for sites. Due to budget constraints, the program will no longer be funded from the central office. Budgeted amount adjustment.

Action 4 - Due to reorganization, including co-principal model, one assistant principal position is eliminated. (found in 19-20 Goal 4, Action 3)

Action 5 - Due to budget constraints, one Youth Outreach and One Social Worker position are eliminated.(found in 19-20 Goal 4, Action 4)

Action 8: Restorative practice training is new.

Action 9: Positive Behavior Supports (PBIS) in collaboration with Yolo County Office of Education is new.

Action 10: Transportation action is new.

Goal 5

Community Engagement: We will unify our community in culturally sensitive ways to engage all members in the education of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Parent Engagement - CA School Dashboard, Fall 2017

Annual Measurable Outcomes

Expected

Baseline: 58% of students feel safe or very safe at school

The California Healthy Kids Survey (CHKS) will reflect 75% students feel safe or very safe at school.

Baseline: 320

Washington USD will have 520 active parent volunteers with verified clear background checks.

Actual

The California Healthy Kids Survey (CHKS) reflects that 60% of students feel safe or very safe at school.

Washington USD currently has 1,285 active parent volunteers with verified clear background checks.

Expected

Baseline: 40 Parent Graduates from Parent Institute of Quality Education (PIQE)

75 parents will have participated and graduated from Parent University or from the Parent Institute of Quality Education (PIQE.)

Baseline: Results pending

WUSD Community Surveys will reflect continuous improvement.

Baseline: 4,200

Constant Contact e-mail subscribers will exceed 5,354.

Actual

70 parents participated and graduated from Parent University or from the Parent Institute of Quality Education (PIQE.)

WUSD Community Surveys reflect positively upon the district.

Constant Contact e-mail subscribers has resulted in:

Zero presence as of July 2015

5,158 Contacts as of today

252 community-wide announcements sent as of today

14 community-wide survey sent as of today

800 organic sign ups to receive WUSD announcements

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Improved Communication: WUSD will focus on fostering positive relationships and communications across the West Sacramento Community and within the region through utilization of the Administrator of Communication, social media, personal interactions and technology.

Provide professional development on the use of digital tools for communicating with parents and families. As per WUSD Technology Plan goals 4b3.2 and 4b.5, teachers and administrators will improve their knowledge of using digital tools such as email, social media, teacher created websites, and other services (Parentlink, Homelink, Learning Management System) to communicate with families. Cost includes ongoing personnel.

Actual Actions/Services

WUSD focused on fostering positive relationships and communications across the West Sacramento Community through the utilization of the Administrator of Communication, Social Workers, Home School Liaisons, and Youth Outreach. The Technology Department offered over 50 trainings to staff related to communicating using digital resources.

Budgeted Expenditures

\$147,877 LCFF Sup/Con
\$52,020 General Fund
1000-5999

Estimated Actual Expenditures

\$147,877 LCFF Sup/Con
\$52,020 General Fund
1000-5999

Action 2

Planned Actions/Services

Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:

- LCAP
- LEA Plan
- Parent Involvement Policies
- CA STATE STANDARDS
- School climate & safety
- Other district initiatives

The committee will meet at least five (5) times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.

Actual Actions/Services

The WUSD LCAP Parent Advisory Committee comprised of representatives from each school site, parents, community members, bargaining units & the WUSD Board of Trustees collaborated around:

- LCAP
- LEA Plan
- Parent Involvement Policies
- CA STATE STANDARDS
- School climate & safety
- Other district initiatives

The committee met at least five (5) times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation was provided.

Budgeted Expenditures

\$1020
Supplemental/Concentration
4300

Estimated Actual Expenditures

\$1020
Supplemental/Concentration
4300

Action 3**Planned Actions/Services**

Provide Parent Trainings, monthly at alternate sites and times to meet the diverse needs of the

Actual Actions/Services

Department of Special Services provided two parent trainings. Each training was around

Budgeted Expenditures

\$40,800
LCFF Sup/Con
1000-5999

Estimated Actual Expenditures

\$40,000
LCFF Sup/Con
1000-5999

Planned Actions/Services

community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Socioemotional needs, Parenting skills, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.

Establish at least 2 sessions of Parent Educational Classes using chosen vendor, or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites.

Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading

Actual Actions/Services

Understanding the IEP process; A Parent's Perspective.

Two sessions of Parent Institute of Quality Education were provided. Over 75 participants graduated . Classes were offered in English and Spanish.

Latino Family Literacy meetings occurred to support early reading foundational skills in the home.

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

foundational skills in the home be promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.

Actual Actions/Services**Budgeted Expenditures****Estimated Actual Expenditures****Action 4****Planned Actions/Services**

Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school. Fund an additional 1.0 FTE to support influx of immigrant students. Build capacity of HSL with ongoing professional development

Actual Actions/Services

Seven Home School Liaisons continued to connect families with school and district resources. The HSL were provided professional learning through California Association Bilingual Educators (CABE) and Yolo County Office of Education. Additionally, training focused on Navigating the Special Education process was ongoing.

Budgeted Expenditures

\$334,569 LCFF Sup/Con
\$68,953 Title III
1000-3999

Estimated Actual Expenditures

\$334,569 LCFF Sup/Con
\$68,953 Title III
1000-3999

Action 5**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Planned Actions/Services

Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care.

Actual Actions/Services

The WUSD District English Learner Advisory Committee (DELAC) met monthly to provide input of instructional programs, advise the Board of Education, reclassification criteria, parent notifications, Local Control Accountability Plan and the Local Education Federal Addendum. Special trainings included; English Language Proficiency Assessment for California (ELPAC), Special Education protocol and services, the English Learner Master Plan, and English Learner Parent Toolkit.

Budgeted Expenditures

\$2550
Title III
1000-3999

Estimated Actual Expenditures

\$1800
4300
Title III
1000-3999

Action 6**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Planned Actions/Services

Increase parent engagement at school sites by incurring the cost of fingerprinting, for low- income families, as part of the requirement for volunteering.

Actual Actions/Services

Increased parent engagement at school sites by incurring the cost of fingerprinting, for low- income families, as part of the requirement for volunteering. The number of background checked and cleared parent volunteers grew from 900 to over 1200 in 2018-19.

Budgeted Expenditures

\$30,600
LCFF Sup/Con
5000-5999

Estimated Actual Expenditures

\$26,000
LCFF Sup/Con
5000-5999

Action 7**Planned Actions/Services**

The District will employ full-time Spanish and Russian translators and interpreters to provide the necessary and timely communications needed across the District.

Actual Actions/Services

2 FTE Translators were hired to provide translation and interpretation for Spanish and Russian speaking community members. Due to budget constraints, this action is discontinued at the end of the school year 2018-19.

Budgeted Expenditures

\$79,560 General Fund
\$53,040 LCFF Sup/Con
1000-3999

Estimated Actual Expenditures

\$79,560 General Fund
\$53,040 LCFF Sup/Con
1000-3999

Analysis

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

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

WUSD is in full implementation of actions to support "Community Engagement" with personnel and processes in place. Under the leadership of the Administrator of Communications, the presence of WUSD is prominent on social media and throughout the West Sacramento Community. These venues have allowed the district to highlight the positive happenings throughout the district and to create a twoway communication between district staff and community members.

The second year of implementation of district paid fingerprinting and background checks began with Mobile fingerprinting at Back to School Nights. This initiative has resulted in a 100% increase in the number of parent/guardian volunteers from 2016 to 2019. Currently, there are 1,285 parent volunteers on file.

District and site parent committees, including LCAP Parent Advisory Committee, District English Learner Advisory Committee (DELAC), District Site Community Leadership Team, School Site Council, and the English Learner Advisory Committee (ELAC.) continue to meet and provide input.

Challenges included enrollment of Russian families into the Parent Institute of Quality Education (PIQE.)

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

The actions have proven effective based on the growth in parent volunteers, active engagement of the community and parent surveys:

- Parent volunteers have more than doubled since the district began paying for background check fees. Currently, the district has an active database of over 1200 volunteers.
- The number of Constant Contact valid emails has grown to over 6000.
- Districtwide protocols are in place to ensure that communications are translated into Russian and Spanish as industry practice.
- District and site parent committees met compliance state and federal compliance requirements. These groups provided regular feedback in regards

to Single Plans for Student Achievement (SPSA's), Parent Involvement Policies and Local Control Accountability Plan (LCAP.)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between budgeted and estimated actual expenditures.

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

Action 5.7: Discontinued in 2019-20 due to budget constraints.

Action 5.8 Parent Kiosks at sites is new.

Due to funding revisions, the following budgeted amounts have been altered:

Action 5.1

Action 5.2

Action 5.3

Action 5.4

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

To ensure alignment of our Local Control Accountability Plan (LCAP) with the Board of Education and Superintendent Goals for 2019-2020, the following efforts were implemented to 1) ensure coherence to this year’s work efforts, and 2) ensure all stakeholder groups, including employees, were engaged throughout the year in addressing the goals and strategic actions of the LCAP. At the September 2018 regularly scheduled Board meeting, the Board of Education approved the following priorities and goals based on the LCAP.

Board Priorities				
CONDITIONS OF LEARNING	PUPIL OUTCOMES		ENGAGEMENT	
Five-Year Plans representing equity in addressing student needs. 1. Standards alignment & implementation 2. Technology 3. Facilities	Create a College & Career culture of equity and access to strategically meet the educational needs of students.		Create a school climate that engages the cultural diversity of our staff, students, families and partners to feel safe, welcome, knowledgeable of services and opportunities for all students.	

Local Control Accountability Plan				
College & Career Readiness	Educational Opportunities	Highly Qualified Teaching & Learning	School Climate	Engagement

Superintendent 2018-2019 Goals

Student Achievement and Academic Progress	Equitable Access for All Students	Culture and Climate	Facilities
<ol style="list-style-type: none"> 1. Progress and growth from each grade level and student subgroup from 2017-2018 as measured by CA Dashboard. 2. Implement and submit 3-year plan for 100% district wide implementation of standards-aligned resources in all classrooms. 	<ol style="list-style-type: none"> 1. District wide implementation of MTSS processes. 2. Increase opportunities for alternative/choice educational programs and after school care. 	<ol style="list-style-type: none"> 1. Year 1 implementation of Professional Learning Communities training. 2. Collaboration with local agencies and assessments to increase safety of school campuses. 3. Increase parent education to increase access to services and opportunities for their students. 4. Assess and create an action plan in training across the District for Cultural Relevance and Implicit Biases. 	<ol style="list-style-type: none"> 1. Submit to the Board 5-year plans of progress and implementation to address the immediate and short term needs in <ul style="list-style-type: none"> • Facilities • Technology 2. Submit to the Board 10-15 year plans of progress and implementation to address the long term needs in <ul style="list-style-type: none"> • Facilities • Expansion

LCAP goals were integrated in all Administrative Leadership Meetings scheduled once a month with both classified and certificated management. Upon identification as receiving Differentiated Assistance support, the Administrative Leadership urgently began focusing on the specific areas needing immediate attention for improvement that align to the College & Career Readiness and Educational Opportunities goals of the LCAP.

The Washington Unified Bargaining Unit representatives were invited monthly LCAP PAC meetings, Community Forums and participated on School Site Councils, and District English Learner Advisory Committee Meetings. The West Sacramento Teacher's Association met formally with district leadership on Tuesday, May 14, 2019. Representatives were invited to provide feedback, ask clarifying questions and make recommendations to the 2017-20 plan.

Educational Services Department aligned LCAP goals to the monthly meetings ensuring District initiatives to improve teaching and learning remained

the focus. This focus also included the work of all Professional Learning Communities work which occurred once a month and increased capacities to all certificated staff in Professional Learning Time which was scheduled every Wednesday.

Each School Site Council worked with site leadership to align Single Plan for Achievement (SPSA) goals with goals and metrics outlined in the 2017-2020 LCAP. Site administration based resource allocations and services around LCAP and SPSA aligned goals. The District English Learner Advisory Committee (DELAC) discussed the plan in three separate meetings incorporating Needs Assessment into stakeholder input related to programs and services for English learners.

Local Control Accountability Plan Parent Advisory Committee (LCAP PAC)

Washington Unified began consulting stakeholders in the fall of 2018 with the first LCAP Parent Advisory Committee (LCAP PAC) on November 16, 2018 and continuing through May, 2019. The LCAP PAC met five times to discuss each of the 5 Goals, Annual Update and revisions. The committee reviewed data and resource allocations.

The LCAP PAC met the third Thursday of each month beginning in November 2018, skipping December, and continuing through May of 2019. The LCAP PAC consists of site teams made up of parents/guardians, grandparents, teachers, and site and district representatives. The group created needs assessments, based on California Dashboard indicators, to advise and prioritize resources around goals and actions. They also advised site leadership on the School Plan for Student Achievement (SPSA) and alignment with the WUSD LCAP.

Superintendent, Linda Luna, engaged a variety of valued stakeholders in the following ways:

Community Forums

A Community Forum was held on every campus (10 forums total) from 6:00-7:30 pm in the 2018-2019 school year. Each forum was facilitated by the Superintendent, Chief Business Official, Assistant Superintendents of Educational Services and the Administrator of Communications & Outreach. In support of the administration's efforts to engage the school communities, all Board of Trustees attended the forums (two at a time) and engaged in conversations as well with our parents and community members. In addition to communicating the goals and focus of our accountability plans, the interest of our forums was to address challenges that the District was addressing throughout this year (budget and facilities).

The Community Forums provided opportunities for parents and community members to learn more and provide input regarding the areas of goals and

actions for increasing academic achievement in these areas:

- RCD - Rigorous Curriculum Design
 - o Aligned Instructional System (Taught, Assessed, Learned)
 - o Main Components
 - * Curriculum-at-a-Glance Guide (What standard is taught and when)
 - * Units of Study
 - * Pre and Post Assessments
 - * Performance Tasks
- Designated English Language Development (DELO)
 - o Students receive 30 minutes or one period of language development daily
 - o Grouped by language level
- Instruction focused on speaking and listening
- Multi-Tiered Systems of Support (MTSS)
 - o Meeting the needs of all students through a system of supports in academics, social/emotional/behavioral needs
 - o Goals for Tiers of Support: Tier I addresses all in differentiation; Tier II addresses a more intensive level of intervention for some; Tier III addresses more severe levels of intervention supports for a few
- Early Literacy
 - o Researched based targeted instruction in reading for the most at-risk students in grades K-3 .
 - o Reading Intervention Specialists participating in extensive Guided Reading training
- Standards-Aligned Curriculum & Instructional Resources
 - o Math/ELA (New Instructional Materials past two years)
 - o 6-12 Science: Next Generation Science Standards
 - o 6-12 Social Science aligned to new Framework (New Instructional Materials)
 - o Professional Learning Time
 - o 6-8 Department Chairs Math, ELA, Science, Social Science
 - o Physical Education
 - o Visual and Performing Arts
 - o Middle School Electives

Parent Advisory Meetings

Beginning with the 2016 school year, Superintendent Luna continued a series of informal meetings with school PT A/PTSA/PTO presidents called "Coffee with Linda" that promote an open dialogue between Washington Unified School District (WUSD) parents between each school site and the Superintendent.

These meetings are by invitation only, convening six) times throughout the year, and designed specifically for the Superintendent to receive direct feedback from parent leaders and for discussing important topics relevant to each individual school community, including District's goals and. This feedback informs decisions related the Local Control Funding Formula (LCFF) resource allocation.

Student Advisory Meetings

Superintendent Luna continued the Student Advisory Committee meetings with student leaders of the comprehensive high school. In an effort to strengthen the connection between district leadership and our students, the student leaders joined her for a series of informal lunches to discuss student concerns and recommendations to further the LCAP goals of College and Career Readiness, Educational Pathways, High Quality Teaching and Learning, Positive School Climate and Community Engagement. Students provide valuable perspectives on actions to achieve goals that would be overlooked if they were not given a voice. Specifically, this year's discussion pertained to School Climate and Educational Opportunities related to increasing passage of AP exams and how to better support and prepare students for these exams.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder input remained in support of goals and actions developed for the 2017-20 Local Control and Accountability Plan. The LCAP Parent Advisory Committee was particularly interested in Goals 4 and 5, School Climate and Community Engagement.

The District will continue its efforts to improve School Climate parallel with Community Engagement relative to safety, alternatives to suspension, restorative practices, and Positive Behavior Intervention and Supports (PSIS) trainings. A Safety Task Force comprised of administration, teachers, classified staff and parents, was convened in the spring of 2019. The Safety Task Force will continue through the next few years to address systems and trainings of all staff in the district.

The District will also work in partnership with experts in Restorative Practice Discourse (Dr. Toby and Dr. Maisha Winn) to delve into the implicit biases and acquire strategies and skills in deepening relations with students to improve staff connections with students' cultures and backgrounds to deepen classroom experiences, motivation and inspiration for inquiry and learning.

The Classified Bargaining Unit, CSEA, requested information about budget and funding. They recommend that classified positions remain intake to ensure that the safety, transportation and nutritional needs of students are met.

West Sacramento Teacher's Association (WSTA) requested professional learning focused on Trauma-informed instructional practices as well as training that support positive behavior. WST A supports additional dollars, if they become available, to be used for socio-emotional supports like social workers and outreach personnel.

Parents, teachers and site administrators expressed desire for additional outreach staff to support students with socio-emotional needs. With tightening budgets, this request was unattainable with district funds.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

College and Career Readiness: Students will graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication,

collaboration and citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: Implementation of State Standards

Identified Need:

Demands of 21st Century world of work • Historical performance on standardized tests, particularly among students from poverty and English learners • CAASPP data reflects performance gaps • Regular data meetings in grade-level teams revealed that students identified as being behind are not catching up • Significant gap with students with disabilities Need to increase college eligibility through A-G, AP exam results and SAT scores. • The concern with the number of Long-Term English Learners (LTEL) and need to improve the reclassification rate

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Instructional Materials. Williams Act Audit Compliance – random samples.	100% compliance	100% compliance	100% compliance	100% compliance

CA School Dashboard will reflect increases, or improvement, on each of the academic indicators, including math, ELA, College and Career Readiness, and graduation rate.	CA School Dashboard reflects maintain on each of the academic indicators, including math, ELA, College and Career Readiness, and graduation rate.	N/A	N/A	CA School Dashboard reflects an improvement on each of the academic indicators, including math, ELA, College and Career Readiness, and graduation rate.
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Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Unchanged

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Acquire high- quality standards aligned
instructional materials and resources for all
students.

Acquire high- quality standards aligned
instructional materials and resources for all
students.

Acquire high- quality standards aligned
instructional materials and resources for all
students.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$2,100,000

\$1,600,000

\$1,600,000

Source

General Fund

General Fund

General Fund

Budget Reference	4000-5000	4000-5000	4000-5000
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Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Develop and implement a comprehensive, district-wide Multi- Tiered System of Supports (MTSS) framework to foster rigorous and relevant learning environments, develop instructional leaders to drive student achievement in literacy, problem solving, critical thinking, communication, collaboration and citizenship through data driven instruction. Through this process, WUSD staff will:

- Prioritize and unpack grade level or course specific standards
- Design grade or course specific units of study
- Develop a common assessment system (formative, benchmark and summative) aligned to CA state standards
- Implement a collaborative, problem solving approach to analyze student data and work together in the intervention and enrichment process
- Establish a cohort of teachers and administration (Developing Resources for Engagement while taking Action to Make a Difference D.R.E.A.M. Team) to become experts on rigorous curriculum design and data driven instruction
- Fund a 1.0 FTE Program Specialists to organize, implement and sustain the model system wide

Continue to develop and implement a comprehensive, district-wide Multi- Tiered System of Supports (MTSS) framework to foster rigorous and relevant learning environments, develop instructional leaders to drive student achievement in literacy, problem solving, critical thinking, communication, collaboration and citizenship through data driven instruction. Through this process, WUSD staff will:

- Prioritize and unpack grade level or course specific standards
- Expand teacher designed grade or course specific units of study through Rigorous Curriculum Design (RCD)
- Continue to develop a common assessment system (formative, benchmark and summative) aligned to CA state standards
- Maintain a collaborative, problem solving approach to analyze student data and work together in the intervention and enrichment process
- Continue to utilize a cohort of teachers and administration (Developing Resources for Engagement while taking Action to Make a Difference D.R.E.A.M. Team) to become experts on rigorous curriculum design and data driven instruction
- Use LCFF funds to maintain a 1.0 FTE

Continue into Year 3 of 5 of comprehensive, districtwide Multi Tiered System of Supports (MTSS) framework through analyzing data based on academic and socio-emotional measures. Professional learning as described in Goal 3, Action 1.

- Sustain student data management system (Illuminate)

- Sustain student data management system (Illuminate)

Program Specialists to organize, implement and sustain the MTSS model system wide
- Sustain student data management system (Illuminate)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47, 000 General Fund \$467,719 Grant	\$47, 000 General Fund (Illuminate Software) \$100,651 LCFF Sup/Con (Program Specialist) 1000-5999	\$47, 000 General Fund (Illuminate Software)
Source	General Fund, Educator Effectiveness Grant	General Fund LCFF Sup/Con	General Fund
Budget Reference	1000-5999	1000-5999	5000-5999

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Continue increase of student classroom
technology use to improve 21st century skills
through tech tools (GSuite, WeVideo,
Read&Write, EquatIO)

Continue increase of student classroom
technology use to improve 21st century skills
through tech tools (GSuite, WeVideo,
Read&Write, EquatIO)

Continue increase of student classroom
technology use to improve 21st century skills
through tech tools (GSuite, WeVideo,
Read&Write, EquatIO)

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$41,963 General Fund
\$3,109 Title I

\$42,802 General Fund
\$3,886 Title I

\$42,802 General Fund
\$3,886 Title I

Source	General Fund Title I	General Fund, Title I	General Fund, Title I
Budget Reference	5000-5999	5000-5999	5000-5999

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Provide an alternate support system to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring to students underperforming academically.

2018-19 Actions/Services

Provide an alternate support system to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring to students underperforming academically.

2019-20 Actions/Services

Provide an alternate support system to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring to students underperforming academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$325,000	\$331,500	\$200,000
Source	Title I Alternative Supports Set-Aside	Title I Alternative Support Set Aside	Title I Alternative Support Set Aside
Budget Reference	1000-5999	1000-5999	1000-5999

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Provide summer extended learning to increase academic language acquisition of English Learners and further progress toward reclassification to English proficient. With the influx of immigrants, provide an additional class focused primarily on Emerging level students "Newcomers." Continue to utilize 10 FTE English Learner Intervention Specialists to promote English

2018-19 Actions/Services

Provide summer extended learning to increase academic language acquisition of English Learners and further progress toward reclassification to English proficient. With the influx of immigrants, provide an additional class focused primarily on Emerging level students "Newcomers."

Utilize 9 FTE English Learner Intervention

2019-20 Actions/Services

Provide summer extended learning to increase academic language acquisition of English Learners and further progress toward reclassification to English proficient. With the influx of immigrants, provide an additional class focused primarily on Emerging level students "Newcomers."

Continue to build capacity through a cohort

Language Development.

Plan for implementation of an instructional coaching model in preparation for 2018-19 that includes cognitive and technical coaching training in working with colleagues on behalf of student learning.

Establish a cohort of teacher leaders, “EL Ambassadors,” to become experts on best practices for English learners, instructional coaching, and advocates for a continuous cycle of learning.

Fund a 1.0 FTE Teacher on Special Assignment to support the implementation of Integrated and Designated ELD TK-8. This position will provide professional learning, instructional coaching, and facilitate professional learning communities around effective strategies used for English learners.

Secretary II, EL. Hired in 2015-16. Continuing to support EL programs districtwide.

Specialists to promote and support early literacy for English learners.

Use the expertise of “EL Ambassadors,” (cohort of teacher leaders) to provide professional learning, instructional coaching, and support for a continuous cycle of learning.

Fund a 1.0 FTE Teacher on Special Assignment to support the implementation of Integrated and Designated ELD TK-8. This position will provide professional learning, instructional coaching, and facilitate professional learning communities around effective strategies used for English learners.

of teacher leaders, “EL Ambassadors,” to become experts on best practices for English learners, instructional coaching, and advocates for a continuous cycle of learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	<div>\$1,160,632 (LCFF SUP/CON) \$ 60,000 (Title I) \$100,000 (Title I) \$122,500 (Title III)</div>	<div>\$1,059,537 (LCFF Sup/Con) \$ 60,000 (Title I) \$100,000 (Title I) \$122,500 (Title III)</div>	<div>343, 746 LCFF Sup/Con 60,000 (Title I)</div>
Source	<div>LCFF SUP/CON, Title I, Title II, Title III</div>	<div>LCFF Sup/Con Title I Title II Title III</div>	<div>LCFF Sup/Con Title I</div>
Budget Reference	<div>1000-5999</div>	<div>1000-5999</div>	<div>1000-5999</div>

Action #6

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

Students to be Served	Location(s)
<div>All Students</div>	<div>All Schools</div>

OR

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

Students to be Served	Scope of Services:	Location(s)
<div></div>	<div></div>	<div></div>

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to promote WUSD's Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities

2018-19 Actions/Services

Continue to promote WUSD's Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.

2019-20 Actions/Services

Continue to promote WUSD's Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$2,310.00

\$2,356

\$2,356

Source

Title III

Title III

Title III

Budget
Reference

4300

4300

4300

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, River City High School

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Provide career exploration and guidance through the Get Focused Stay Focused Program Implementation. Fully implement the 9th grade Building Foundations for Success course and 10-year plan. Integrate

2018-19 Actions/Services

Provide career exploration and guidance through the Get Focused Stay Focused Program Implementation. Fully implement the 9th grade Building Foundations for Success course and 10- year plan. Integrate

2019-20 Actions/Services

Provide career exploration and guidance through the Get Focused Stay Focused Program Implementation. Fully implement the 9th grade Building Foundations for Success course and 10- year plan. Integrate

the Stay Focused 10th-12th grade follow-up modules and 10-year plan via the English Department. Introduce students to college and career readiness via the Get Focused Stay Focused Bridge curriculum at the middle school level. Cost includes professional learning, supplies and materials.

the Stay Focused 10th grade follow-up modules and 10-year plan review via the English Department. Introduce students to college and career readiness via the Get Focused Stay Focused Bridge curriculum at the middle school level. Implement Stay Focused 11th grade follow-up modules and 10-year plan review for all 11th graders. Cost includes professional learning, supplies and materials.

the Stay Focused 10th grade follow-up modules and 10-year plan review via the English Department. Implement the 11th and 12th grade follow-up modules and 10-year plan review for all 11th and 12th graders. Introduce students to college and career readiness via the Get Focused Stay Focused Bridge curriculum at the middle school level. Cost includes professional learning, supplies and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$78,000 General Fund \$52,000 LCFF Sup/Con	\$64,000	\$44,500
Source	General Fund LCFF Sup/Con	LCFF SUP/CON	LCFF SUP/CON
Budget Reference	1000-5999	1000-5999	1000-5999

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

In order to ensure that students with disabilities are appropriately placed to effectively meet their identified needs, the Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and SST teams on best practices when determining the placement of students.

2018-19 Actions/Services

As there is teacher and administrator turnover each school year, there will be continued training to ensure that students with disabilities are appropriately placed to effectively meet their identified needs, the Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and

2019-20 Actions/Services

As there is teacher and administrator turnover each school year, there will be continued training to ensure that students with disabilities are appropriately placed to effectively meet their identified needs, the Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and

Additional training will be provided to site administration and special education staff on the eligibility criteria for students with disabilities to access services through Extended School Year (ESY) to address the students identified needs in the area of regression and recoupment of information from the completed school year.

SST teams on best practices when determining the placement of students. Additional training will be provided to site administration and special education staff on the eligibility criteria for students with disabilities to access services through Extended School Year (ESY) to address the students identified needs in the area of regression and recoupment of information from the completed school year. Continue to evaluate systems and placement procedures to ensure that all students are in the least restrictive environment.

SST teams on best practices when determining the placement of students. Additional training will be provided to site administration and special education staff on the eligibility criteria for students with disabilities to access services through Extended School Year (ESY) to address the students identified needs in the area of regression and recoupment of information from the completed school year. Continue to evaluate systems and placement procedures to ensure that all students are in the least restrictive environment. None, training provided during the contracted time with internal staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$0
Source	LCFF Sup/Con	LCFF Sup/Con	N/A
Budget Reference	1000-3999	1000-5999	N/A

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Allocations of funds to sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plan

2018-19 Actions/Services

Allocations of funds to sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plan

2019-20 Actions/Services

Allocations of funds to sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plan

must be clearly outlined in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth or low income students

must be clearly outlined in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth or low income students

must be clearly outlined in the Student Plan for Student Achievement and directly targeted toward English Learners, foster youth or low income students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$340,000.00	\$346,800	\$340,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Extended Summer programming to include:

Strategic summer programs to provide interventions for students behind in ELA and/or Math.

Blended Learning for credit recovery will be offered in the summer to support students with their academic progress.

2018-19 Actions/Services

Extended Summer programming to include:

Strategic summer programs to provide interventions for students behind in ELA and/or Math.

Blended Learning for credit recovery will be offered in the summer to support students with their academic progress.

2019-20 Actions/Services

Provide Summer Programming for incoming 9th grader through Summer Bridge, strategic programs to provide intervention to students behind in ELA or math. Blended learning for credit recovery will be in the summer to support students with their academic progress.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$200,000.00

\$200,000
\$200,000

\$200,000 Title I

Source	LCFF Sup/Con	LCFF Sup/Con Title I	Title I
Budget Reference	1000-5800	1000-5999	1000-5999

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

Washington Unified will continue to partner with the City of West Sacramento's "Homerun Initiative" which encourages college readiness beginning with quality pre-school. As an incentive for college and career readiness, families receive a \$50.00 college savings deposit, upon enrollment into WUSD kindergarten programs. The program supports students as they progress from Kinder to career.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

There is no additional cost for this partnership.

Source

N/A

N/A

City of West Sacramento incurs the cost.

**Budget
Reference**

N/A

N/A

1000-5000

Action #12

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

Students to be Served
Location(s)

N/A

N/A

OR

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

Students to be Served
Scope of Services:
Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, Incoming 6th-8th grade

Actions/Services
**Select from New, Modified, or Unchanged
for 2017-18**
**Select from New, Modified, or Unchanged
for 2018-19**
**Select from New, Modified, or Unchanged
for 2019-20**

New

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

N/A

N/A

Provide a summer math program to middle school students to promote problem-solving skills using math and science content. Focus instruction on strategies that foster growth mindset.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$30,000
Source	N/A	N/A	LCFF Sup/Con
Budget Reference	N/A	N/A	1000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Educational Opportunities: WUSD will create an individualized high-quality educational experience which addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education pathways, Visual and Performing Arts, higher-leveled Mathematics, laboratory and applied Sciences, and World Languages and alternative pathways that support educational options and flexibility.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities: N/A

Identified Need:

Demands of the 21st Century* Regional economic outlook, job forecasts, and studies for the Greater Sacramento Area* Under-representation among certain populations, including minority students and English Learners, in a rigorous course of study * Enrollment in advanced placement courses and passage of AP Exams need improvement
* Community interest in increased pathway choices for students and opportunities for real world applications * Increased enrichment opportunities to meet the needs of the whole child

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Board adopted academic content	Math, ELA, ELD curriculum adoptions	Math, ELA, ELD, VAPA, CTE Assessments and report cards align to standards	Math, ELA, ELD, VAPA, CTE, Social Science, Physical Education assessments and report cards align to standards	Math, ELA, ELD, VAPA, CTE, Social Science, Physical Education, Next Generation Science and World Language assessments and report cards align to standards
Student's ability to identify educational pathway indicator. Develop local measure.	Develop local metric	Baseline	Improvement, increase	Improvement, increase
College and Career indicator – CA Data Dashboard	Available Fall 2017	Green	Green and improving	Green and improving
A-G eligibility	52%	60%	66%	66%

Designated ELD Schedule	TK-5 Master Schedule reflects at least 30 minutes daily	TK-12 Master Schedule reflects at least one period of ELD daily	TK-12 Master Schedule reflects at least one period of ELD daily	TK-12 Master Schedule reflects at least one period of ELD daily
Dual Immersion Enrollment	40 (kinder)	80 (k,1st)	120 (k-2nd)	160 (K-3rd)

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Expand the membership of the Educational Pathways Action Committee (EPAC) to include K-12 to create flexible and equitable opportunities for students. EPAC work includes evaluating, strengthening and expanding programs:

- Middle College High School
- Transitioning Yolo High School to an alternative school of choice including A-G courses and career pathways.
- Evergreen Opportunity program to include grades 9-12 and increase mental health support.
- Health Occupations with post-secondary and industry alignment and partnerships
- STEM related occupations with post-secondary and industry alignment and partnerships
- Construction and Manufacturing related careers with post-secondary and industry

2018-19 Actions/Services

Implement EPAC findings. Increase and strengthen K-12 educational pathway options.

2019-20 Actions/Services

Continue to support educational pathways. Measure and evaluate effectiveness of our educational pathways. Evaluate alternative educational opportunities.

alignment and partnerships

- Agricultural and Farm-to-Fork including hospitality industry with post-secondary and industry alignment and partnerships
- Articulated K-8 educational pathways.
- Blended learning opportunities including credit recovery, A-G support, and core instruction through the College and Career Readiness Grant.
- Hire 1 FTE Program Specialist to support EPAC, pathway development, grants and adult education.
- Expand student support and student leadership development through involvement in Career Technical Student Organizations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,200 LCFF Sup/Con \$64,800 CTE Grants	\$52,200 LCFF Sup/Con \$64,800 CTE Grants, if renewed	\$5,000
Source	LCFF, CTE Grants	LCFF, CTE Grants	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Modified

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Access for Students with Disabilities:
The Director of Special Services,
Department Support Staff, and Special
Education Local Plan Area (SELPA) staff will
train site administration, special education

2018-19 Actions/Services

Access for Students with Disabilities:
The Director of Special Services,
Department Support Staff, and Special
Education Local Plan Area (SELPA) staff will
train site administration, special education

2019-20 Actions/Services

Access for Students with Disabilities:
The Director of Special Services,
Department Support Staff, and Special
Education Local Plan Area (SELPA) staff will
train site administration, special education

staff, and academic counseling staff on placing students with disabilities in the least restrictive environment (LRE) and how to provide the students with equitable access to core academic classes, CTE and electives through placement in sections identified in the Master Schedule, in order to provide effective and appropriate inclusion support. Evaluate staffing needs.

staff, and academic counseling staff on placing students with disabilities in the least restrictive environment (LRE) and how to provide the students with equitable access to core academic classes, CTE and electives through placement in sections identified in the Master Schedule, in order to provide effective and appropriate inclusion support. Evaluate staffing needs.

staff, and academic counseling staff on placing students with disabilities in the least restrictive environment (LRE) and how to provide the students with equitable access to core academic classes, CTE and electives through placement in sections identified in the Master Schedule, in order to provide effective and appropriate inclusion support. Implement staffing recommendations, as funding allows. Action principally directed toward unduplicated students overrepresented in Special Education referrals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$3,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-3000	1000-3000	1000-3000

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Academic Enrichment

- Visual and Performing Arts will reflect State standards in the Arts and provide enriching experiences for students to connect and apply classroom learning.
- Develop a GATE Task Force to explore inclusion of additional school sites and process of student identification as GATE, promotion of equal access to identifying

2018-19 Actions/Services

- Visual and Performing Arts will reflect State standards in the Arts and provide enriching experiences for students to connect and apply classroom learning.
- Continue to utilize the GATE Task Force to fully implement a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students.

2019-20 Actions/Services

- Visual and Performing Arts will reflect State standards in the Arts and provide enriching experiences for students to connect and apply classroom learning.
- Continue to fully implement a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students

assessment. Establish a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students.

- Dual immersion program teachers will be trained in Academic Spanish, Spanish Language Development, and provided appropriate core and ancillary resources in Spanish. Additional assessments of Spanish literacy will be identified to accurately monitor students' success in becoming bi-literate. Dual Immersion Pathway Awards will be developed by a team in coordination by the 0.6 FTE Dual Immersion Program Specialist.

- Dual immersion program teachers will continue professional learning in Academic Spanish, Spanish Language Development, and provided appropriate core and ancillary resources in Spanish. Additional assessments of Spanish literacy will be identified to accurately monitor students' success in becoming bi-literate. Dual Immersion Pathway Awards will be developed by a team in coordination by the Title I funded Dual Immersion Program Specialist.

* Utilize Title IV, Educating the Whole Child grant, to fund these activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	75,000	76,500 LCFF Sup/Con	\$120,000
Source	LCFF Sup/Con	LCFF Sup/Con	Title IV
Budget Reference	1000-5999	1000-5999	1000-5999

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

Specific Grade spans, 6th-12th grades

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Expand AVID program in include elementary schools as an elective class to all eligible and self-selecting students districtwide; affected teachers trained as required; achieve certification of all AVID teachers.

2018-19 Actions/Services

AVID identified schools will have all staff and administration trained for effective implementation of program accelerating students to meet a-g requirements.

2019-20 Actions/Services

Expand AVID training by sending 48 teachers to the 2019-2010 AVID Summer Institute. Identify District AVID Director as required by AVID contract. Provide necessary professional development, materials,

Use AVID as a springboard to accelerate students into advanced courses of study and provide support for students in meeting A-G requirements.

contracts and tutoring. Provide for AVID training for district coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000 materials and supplies Professional learning included in Goal 3, Action 1	\$40,800 materials and supplies Professional learning included in Goal 3, Action 1	\$120,000
Source	LCFF Sup/Con, Title I, Title II	LCFF Sup/Con, Title I, Title II	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Achieve equitable representation and provide effective support structures of historically underserved populations in CTE pathways, Middle College High School, AVID, MESA program, computer science and STEM academies.

2018-19 Actions/Services

Provide effective support structures of historically underserved populations in CTE pathways, Middle College High School, AVID, MESA program, computer science and STEM academies. Establish baseline data in order to identify gaps in participating groups of students. Promote these programs beginning in elementary school through afterschool programs and electives.

2019-20 Actions/Services

Achieve equitable representation and provide effective support structures of historically underserved populations in CTE pathways, Middle College High School, AVID, MESA program, computer science and STEM academies.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	25,000	25,500	\$15,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools, Grades 9-12

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Grow the number of students transitioning to pre-apprenticeship training post-graduation in the Construction pathway. Hire a transition specialist, director, and construction teachers to enhance the current Construction pathway. Note that this grant is to be principally directed to low-income, English Learners, foster youth and students with disabilities.

2018-19 Actions/Services

Grow the number of students transitioning to pre-apprenticeship training post-graduation in the Construction pathway. Hire a transition specialist, director, and construction teachers to enhance the current Construction pathway. Note that this grant is to be principally directed to low-income, English Learners, foster youth and students with disabilities.

2019-20 Actions/Services

Continue the partnership with Northern California Construction Training (NCCT) to support internship opportunities for students interested in construction.

There is no cost to the district for the funding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$0
Source	Fund: CCCCCO Pre-Apprenticeship Grant	Fund: CCCCCO Pre-Apprenticeship Grant	N/A
Budget Reference	1000-5999	1000-5999	1000-5999

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Grade spans, 6th grade

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

This action begins in 2018-19.

2018-19 Actions/Services

Provide the opportunity for every 6th grade student to experience outdoor, hands on learning, through overnight science camps. Encourage students to explore Science, Technology, Engineering and Math (STEM)

2019-20 Actions/Services

Provide the opportunity for every 6th grade student to experience outdoor, hands on learning, through overnight science camps. Encourage students to explore Science, Technology, Engineering and Math (STEM)

pathways based their experience in a real world setting.

pathways based their experience in a real world setting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$140,000	\$140,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Develop the Indian Education program K-12 through incorporating a credentialed teacher as a liaison between the district and the native community. Continue to offer various culturally relevant activities to participating students. Offer a summer VAPA enrichment program, with the inclusion of Native Arts and literature to eligible students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$4,000 Stipend
\$15,000 Summer Program

Source	N/A	N/A	LCFF Sup/Con Title IV
Budget Reference	N/A	N/A	1000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

High Quality Teaching and Learning: Students will be college and career ready through the District’s system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Implementation of Academic Standards - added to CA School Dashboard, Fall 2017

Identified Need:

The expectation that CA State Standards, English Language Development Standards (ELD) and the Next Generation Science Standards (NGSS) will be fully implemented districtwide*All teachers must be appropriately assigned and fully credentialed in the area they teach* Projected teacher shortage* Need for training on designated and integrated English Language Development; Adoption of new math and ELA curriculum districtwide* Improvement of student outcomes based on district data regarding student academic achievement, including the existence of a predictable achievement gap based on race * The percentage of Long Term EL (LTEL) students is not decreasing over time * Implementation of Multi-Tiered System of Support (MTSS) requires professional learning and collaboration

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Learning Contract Days (2) – attendance rate	80% attendance	85% attendance	90% attendance	95% attendance at standards-aligned professional learning training days.
Teachers Assignments	90% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	90%	95%	99%
Progress on Smarter Balanced ELA Assessments	Yellow, Low, 46.7 points below level 3, Increased 6.4 points	Increase of 20 points toward level 3	Meet level 3	Meet level 3
Progress on Smarter Balanced Math Assessments	Green, Medium, 69.3%, increased 1.5% points	Green, medium, continued improvement in change	Green, medium, continued improvement in change	Green, medium, continued improvement in change

Early Assessment Program Results	ELA Conditionally Ready: 36% ELA Ready: 22% Math Conditionally Ready: 22% Math Ready: 6%	ELA Conditionally Ready: 41% ELA Ready: 25% Math Conditionally Ready: 27% Math Ready: 16%	ELA Conditionally Ready: 46% ELA Ready: 38% Math Conditionally Ready: 32% Math Ready: 26%	ELA Conditionally Ready: 50% ELA Ready: 30% Math Conditionally Ready: 37% Math Ready: 36%
EL Reclassification Rates	Baseline to be established 18-19	Over 150 students were reclassified in 2107-18. English Learner Progress Indicator (ELPI) on the CA School Dashboard reflects "green" for good rate of progress toward acquiring English.	Increase each year	Increase each year
New Teacher Induction completion Rates, 2 year program	90%	90%	95%	99%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18**

**Select from New, Modified, or Unchanged
for 2018-19**

**Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and designated non-instructional work days as described in a Comprehensive PD Plan.
Track professional development activities

Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and designated non-instructional work days as described in a Comprehensive PD Plan.
Track professional development activities

Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and designated non-instructional work days as described in a Comprehensive PD Plan.
Track professional development activities

using software system.

Professional Development and Professional Learning will include:

- Implementation of the new ELA, and Math curriculum
- Content specific support
- Integrated and designated ELD
- Articulation across grades to ensure robust and strategically planned development of the standards and instructional delivery.
- * Provide professional learning, time and resources to establish effective professional learning communities
- Developing technology teacher leaders through intensive professional learning and certification tracks
- Provide job-embedded coaching, model lessons, and follow-up, focused on digital citizenship, building foundational technology skills, assessment, and increasing the use of assistive technology to support our diverse learners and multimedia use in mastering the new standards.
- Evaluate instructional coaching model, staffing needs for 2018-19

using software system.

Professional Development and Professional Learning will include:

- * 1.2% contracted increase for credentialed staff through additional contracted Professional Learning time including weekly early release of students.
- Implementation of the new ELA, and Math curriculum
- Content specific support
- Integrated and designated ELD
- Articulation across grades to ensure robust and strategically planned development of the standards and instructional delivery.
- * Provide professional learning, time and resources to establish effective professional learning communities
- Developing technology teacher leaders through intensive professional learning and certification tracks
- Provide job-embedded coaching, model lessons, and follow-up, focused on digital citizenship, building foundational technology skills, assessment, and increasing the use of assistive technology to support our diverse learners and multimedia use in mastering the new standards.

using software system.

Professional Development and Professional Learning will include:

- * 1.2% contracted increase for credentialed staff through additional contracted Professional Learning time including weekly early release of students.
- Content specific support
- Integrated and designated ELD
- Articulation across grades to ensure robust and strategically planned development of the standards and instructional delivery.
- * Provide professional learning, time and resources to establish effective professional learning communities

The International Center for Leadership in Education will provide consultants to coach and support site leadership, coaches and teachers in full implementation of Units of Study.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<div>\$464,400 General Fund \$764,900 LCFF Sup/Con \$82,054 Title I \$78,966 Title II \$64,916 Title III</div>	<div>\$600, 000 for extra hours, substitute teachers, contracts \$360,256 for 1.2% salary increase</div>	<div>\$876,961 LCFF Sup/Con \$80,000 Title I</div>
Source	<div>General Fund, LCFF Sup/Con, Title I, Title II, Title III</div>	<div>LCFF Sup/Con</div>	<div>General Fund LCFF Sup/Con Title I</div>
Budget Reference	<div>1000-5999</div>	<div>1000-5999</div>	<div>1000-5999</div>

Action #2

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

Students to be Served	Location(s)
<div>All Students</div>	<div>All Schools</div>

OR

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

Students to be Served	Scope of Services:	Location(s)
<div></div>	<div></div>	<div></div>

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Recruit, develop and retain highly-qualified, reflective, and adaptive educators
Include annual culturally responsive education, mandated reporter, and sexual harassment training for all staff
Develop and initiate health and wellness action steps to increase staff capacity for daily success
Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Mission
Expand Induction Program to include mentoring/onboarding of staff new to the District
Develop and sustain student teacher program partnerships with local university programs
Explore National Board Certification incentive programs
• Implement the use of classified staff

Recruit, develop and retain highly-qualified, reflective, and adaptive educators
Include annual culturally responsive education, mandated reporter, and sexual harassment training for all staff
Develop and initiate health and wellness action steps to increase staff capacity for daily success
Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Mission
Expand Induction Program to include mentoring/onboarding of staff new to the District
Develop and sustain student teacher program partnerships with local university programs
Explore National Board Certification incentive programs
• Implement the use of classified staff

Recruit, develop and retain highly-qualified, reflective, and adaptive educators
Include annual culturally responsive education, mandated reporter, and sexual harassment training for all staff
Develop and initiate health and wellness action steps to increase staff capacity for daily success
Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Mission
Expand Induction Program to include mentoring/onboarding of staff new to the District
Develop and sustain student teacher program partnerships with local university programs
Explore National Board Certification incentive programs
• Implement the use of classified staff

professional learning funds to improve professional capacity of staff

- Support aspiring, new, and developing administrator professional learning programs
- Support administrative memberships in professional organizations providing professional learning opportunities.

professional learning funds to improve professional capacity of staff

- Support aspiring, new, and developing administrator professional learning programs
- Support administrative memberships in professional organizations providing professional learning opportunities.

professional learning funds to improve professional capacity of staff

- Support aspiring, new, and developing administrator professional learning programs
- Support administrative memberships in professional organizations providing professional learning opportunities.

A plan for the recruitment of a diverse and skilled workforce will be developed. Recruitment and marketing materials will be updated/ordered for the upcoming recruitment season.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$350,000.00	\$357,000	\$350,000
Source	General Fund	General Fund	General Fund
Budget Reference	1000-5000	1000-5999	1000-5999

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Support certificated positions (TOSA, Program and Intervention Specialists, Administration) will provide direct support to the classroom for teacher and student support.

Evaluate instructional coach model to build capacity among our staff for classroom observation and

2018-19 Actions/Services

Support certificated positions (TOSA, Program and Intervention Specialists, Administration) will provide direct support to the classroom for teacher and student support. Support instructional coaches and measure effectiveness of classroom practice

2019-20 Actions/Services

Provide Instructional Coaches and supplemental support to needy sites.

feedback loop as well
as modeling effective classroom pedagogy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,075,480	\$ 1,096,990	\$1,042,597
Source	LCFF Base	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	Object codes: 1000-3999	Object codes: 1000-3999	1000-5999

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Expand the Induction Program (formerly known as BTSA) Professional Development and Coaching Support for approximately 40+ teachers.

Continue to support new teachers in providing quality and engaging instruction to WUSD students.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Expand the Induction Program (formerly known as BTSA) Professional Development and Coaching Support for approximately 40+ teachers.

Continue to support new teachers in providing quality and engaging instruction to WUSD students.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue to support new teachers in providing quality and engaging instruction to WUSD students through the Induction Program (formerly known as BTSA) Professional Development and Coaching Support. Refine current practices to meet Commission on Teacher Credentialing New Standards and Goals.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$200,100

\$ 204,120

\$200,100

Source

LCFF Sup/Con

LCFF Sup/Con

LCFF Sup/Con

Budget Reference	Object codes: 1000-5999	Object codes: 1000-3999	1000-5999
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Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	All Schools, TK-8th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue to support the full implementation of A Look at Learning (A.L.L.) to support English Learners at the 3 sites with the largest EL populations. Supplement the Central Valley Foundation grant with additional collaboration time and planning time. Participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership.

Continue to support the full implementation of A Look at Learning (A.L.L.) to support English Learners at the 3 sites with the largest EL populations. Supplement the Central Valley Foundation grant with additional collaboration time and planning time. Participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership.

Continue to participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership to promote mathematical discourse and communicating reasoning related to math success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	CALLI Grant	LCFF Sup/Con	CALLI Grant
Budget Reference	Object codes: 1000-5900	Object codes: 1000-5900	Object codes: 1000-5900

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

New

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

This action begins in 2018-19.

Use grant funds from the CA Scale-Up
MTSS Statewide Initiative to participate in
professional learning related to the soci-
emotional support of students.

Use grant funds from the CA Scale-Up
MTSS Statewide Initiative to participate in
professional learning related to the soci-
emotional support of students.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

No funding for 2017-18.

\$25,000

\$25,000

Source	No funding for 2017-18.	LCSSP grant funding	LCSSP grant funding
Budget Reference	No funding for 2017-18.	1000-5999	1000-5999

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

School Climate: Students will find joy through their educational experience and will attend schools in an environment conducive for learning that are safe, healthy, nurturing and supportive as they become independent and lifelong learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: Basic Services
Local Climate Survey

Identified Need:

- Students need a safe, secure, and healthy environment that promotes respect, responsibility, and safety to ensure full engagement and success
- There is a critical need for a districtwide comprehensive support system, like Multi-tiered System of Support (MTSS), to ensure that student’s socioemotional needs are addressed.
- School climate data indicates improvements as well as areas of need as a result of district ongoing initiatives
- Impact of outreach efforts on student attendance, graduation and dropout rates establishes need for more service
- Need for improved data on foster youth and increased and improved services to target their specific needs

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT)	Good repair overall	Good repair overall	Good repair overall	Good repair overall
School Attendance Rates	95.4%	96%+	96%+	96%+
High School Graduation Rates	94.3%	95%	96%	97%
Chronic Absenteeism	10.68	8%	6%	4%
CA Healthy Kids Survey	58% of students feel safe or very safe at school	65%	75%	85%
High School Dropout rate	8.7%	7.7%	5.7%	4%
Middle School Dropout rate	Establish baseline	Continuous improvement	Continuous improvement	Continuous improvement

Teachers Appropriately Assigned	90% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	90%	95%	99%
Access to Instructional Materials. Williams Act Audit Compliance - random sample	100%	100%	100%	100%
Suspension Rates	Green, Medium, 4.4%, declined 1.5%	Green, maintain or decrease	Green, maintain or decrease	Green, maintain or decrease
Expulsion Rates	Less than 10 per year	Less than 10 per year	Less than 10 per year	Less than 10 per year

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

District and school staff collaboratively selects and implements district wide culturally responsive social emotional and positive behavioral supports for achieving important social and learning outcomes. A

2018-19 Actions/Services

Continue implementation of district wide culturally responsive social emotional and positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and

2019-20 Actions/Services

Continue implementation of district wide culturally responsive social emotional and positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and

strong focus on integrating instructional and intervention strategies and supports for each tier of intervention within the Multi-Tiered System of Supports (MTSS). The comprehensive MTSS framework will include:

- Continue to utilize positive behavior systems district wide; including Kevin Bracy's REACH ONE program, restorative practices, and ATTENTION 2 ATTENDANCE (\$85,000) LCFF
- Implement district wide positive behavior support universal screener, curriculum and resources to support Tier 1 (50,000) LCFF SUP/CON
- Fund a 1.0 FTE Program Specialists to organize, implement and sustain the model system wide (funding to be supported by Goal 1, Action 2)
- Provide training on Equity and Bias related to disparities in referrals, suspensions and graduation rates based on race/ethnicity.
- School social workers provide training for teachers and staff on strategies and techniques to support students needing additional social/emotional support (\$25,000) LCFF SUP/CON

intervention strategies and supports for each tier of intervention within the Multi-Tiered System of Supports (MTSS). The comprehensive MTSS framework will include:

- Continue to utilize positive behavior systems district wide; including Kevin Bracy's REACH ONE program, restorative practices, and ATTENTION 2 ATTENDANCE (\$85,000) LCFF SUP/CON
- Implement district wide positive behavior support universal screener, curriculum and resources to support Tier 1 (50,000) LCFF SUP/CON
- If budget allows, Fund a 1.0 FTE Program Specialists to organize, implement and sustain the model system wide (funding to be supported by Goal 1, Action 2)
- Provide training on Equity and Bias related to disparities in referrals, suspensions and graduation rates based on race/ethnicity.
- School social workers provide training for teachers and staff on strategies and techniques to support students needing additional social/emotional support (\$25,000) LCFF SUP/CON

intervention strategies and supports for each tier of intervention within the Multi-Tiered System of Supports (MTSS). The comprehensive MTSS framework will include:

- Continue to utilize positive behavior systems district wide; restorative practices, and ATTENTION 2 ATTENDANCE
- Continue implementation of district-wide positive behavior systems and protocols. support universal screener, curriculum and resources to support Tier 1 (50,000) LCFF SUP/CON
- Provide additional training on Equity and Bias related to disparities in referrals, suspensions and graduation rates based on race/ethnicity.
- School social workers provide training for teachers and staff on strategies and techniques to support students needing additional social/emotional support (\$25,000) LCFF SUP/CON
- * Continue Restorative Youth Court, adding more days and resources to support more students. Provide on-going training to support socioemotional interventions and

- Ongoing personnel costs

- Utilize social worker services at .4 FTE per site district wide to support students and families with high social/emotional needs (\$385,195) LCFF SUP/CON

- Ongoing personnel costs

- 2018-19 --Increase social worker services at .5 FTE per site district wide to support students and families with high social/emotional needs. Research alternative ways (grants) to fund this increase as this increase in FTE is contingent upon

trauma-informed practices.

- Ongoing personnel costs

- Utilize social worker services at per site district wide to support students and families with high social/emotional needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,107,272 LCFF Sup/Con \$104,000 Educator Effectiveness Fund (EEF)	\$1,129,417 LCFF Sup/Con	\$1,119,717 LCFF Sup/Con
Source	LCFF Sup/Con, EEF	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

Specific Grade spans, K- 8th

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Provide PL for Assistant Principals and classified campus supervisors.
See Goal 3 Classified PD

2018-19 Actions/Services

Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Provide PL for Assistant Principals and classified campus supervisors.
See Goal 3 Classified PD

2019-20 Actions/Services

Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Provide PL for Assistant Principals and classified campus supervisors. See Goal 3 Classified PD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$15,000	\$15,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

2017-18 Actions/Services

Continue to provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students.

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

2018-19 Actions/Services

Continue to provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students.

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2019-20 Actions/Services

Continue to provide additional administrative, education specialist and emotional health support to high needs school sites impacted by poverty and social emotional needs and to provide training in Trauma Informed Care in order to meet the needs of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 808,256	\$824,420	\$1,540,886
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-3999	1000-3999	1000-3999

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

**Select from New, Modified, or Unchanged
for 2017-18**

**Select from New, Modified, or Unchanged
for 2018-19**

**Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Support the academic and social-emotional success of foster and homeless youth throughout the district with a case management system K-12 coordinated through the employment of a 1.0 FTE Youth Outreach Specialist who

Support the academic and social-emotional success of foster and homeless youth throughout the district with a case management system K-12 coordinated through the employment of a 1.0 FTE Youth Outreach Specialist who

Support the academic and social-emotional success of foster and homeless youth throughout the district with a case management system K-12 coordinated through the employment of a 1.0 FTE Youth Outreach Specialist who

will coordinate all
Foster and Homeless support services.

will coordinate all
Foster and Homeless support services.

will coordinate all
Foster and Homeless support services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,652	\$107,765	\$88,932
Source	LCFF Sup/Con	0709 Sup/Con	0709 Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,900	\$9,078	\$8,900
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New

Select from New, Modified, or Unchanged
for 2018-19

New

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

This action begins 2018-19.

2018-19 Actions/Services

Use California Learning Communities for School Success Program (LCSSP) Grant funds to hire 1 FTE Social worker, 2 FTE Youth Outreach Specialists and purchase a positive classroom management system.

2019-20 Actions/Services

Use California Learning Communities for School Success Program (LCSSP) Grant funds to hire 1 FTE Social worker, 2 FTE Youth Outreach Specialists and purchase a positive classroom management system.

Provide extra hours and training opportunities for instructional and supervisory staff on strategies to promote positive student decisions, restorative practices and other evidenced-based approaches.

Provide extra hours and training opportunities for instructional and supervisory staff on strategies to promote positive student decisions, restorative practices, and other evidenced-based approaches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$359,000	\$359,000
Source	No funding for 2017-18.	LCSSP Grant	LCSSP Grant
Budget Reference	No funding for 2017-18.	1000-7999	1000-7999

Action #7

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served
Scope of Services:
Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services
2018-19 Actions/Services
2019-20 Actions/Services

This action begins in 2018-19.

The Director of Special Services will provide training(s) to administrators, special education teachers, general education teachers related to the discipline of students with disabilities that include, but are not limited to, culture awareness, classroom management strategies, developing appropriate behavior goals and/or behavior intervention plans and the law related to manifestation determination in order to decrease the number of students with disabilities being suspended both in and out of school or expelled by appropriately and effectively addressing behavior concerns.

The Director of Special Services will provide training(s) to administrators, special education teachers, general education teachers related to the discipline of students with disabilities that include, but are not limited to, culture awareness, classroom management strategies, developing appropriate behavior goals and/or behavior intervention plans and the law related to manifestation determination in order to decrease the number of students with disabilities being suspended both in and out of school or expelled by appropriately and effectively addressing behavior concerns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Action did not occur in 2017-18.	No additional funding needed; incorporated in contracted professional learning days.	No additional funding needed; incorporated in contracted professional learning days.
Source	None	None	None
Budget Reference	None	None	None

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Working with the Transformative Justice in Education Center through University of California, Davis, School of Education, team leaders in Washington Unified will be trained in Restorative Justice Discourse in a trainer of trainers model facilitated by Drs. Torry and Maisha Winn.

1) Drs. Torry and Maisha Winn will implement observations of the school district and school sites for initial, informal assessment levels.

2) 100% completion of training from identified Team Leads representative of each school site and Educational Services.

3) Plan for year 2 implementation of Transformative Justice in Education to increase capacity across the District.

4) Evaluation of process, content and implementation plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$50,000
Source	N/A	N/A	LCFF Sup/Con
Budget Reference	N/A	N/A	5000-5800

Action #9

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Collaborate with Yolo County Office of Education to fully implement and integrate Positive Behavior Intervention Supports (PBIS) districtwide. The collaboration will include professional learning, coaching and implementation support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$50,000
Source	N/A	N/A	LCFF Sup/Con
Budget Reference	N/A	N/A	1000-5999

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Washington Unified School District strongly believes in our responsibility to encourage and facilitate safe and equitable engagement and participation in our educational programs, field trips, athletics and extracurricular activities for all district students. In order to encourage participation and attendance and commit to the funding

necessary to do so; the district is committed to providing more than the legally mandated transportation for our students and families. WUSD will accomplish this through maintaining a transportation department with drivers and a modern and safe transportation fleet that provides transportation to and from school daily to all geographic regions of the district along various transportation corridors with particular attention to the single district-wide comprehensive high school (RCHS). WUSD will continue to provide special education transportation as required by a student's IEP, transportation and access for various athletic teams, extracurricular events, field trips and other educational activities as deemed necessary by site and district administration, teachers, and community members.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$1,205,475
Source	N/A	N/A	0709 LCFF Sup/Con

**Budget
Reference**

N/A	N/A	1000-5999
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(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Community Engagement: We will unify our community in culturally sensitive ways to engage all members in the education of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Parent Engagement - CA School Dashboard, Fall 2017

Identified Need:

- Current and historical parent participation rates are lower than desired
- Impact of CA State Standards on academic rigor require additional parent resources and explanation
- Community relationships as valuable resource to the school community
- Research that demonstrates the link between parent involvement and student success

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

CA Healthy Kids Survey	58% of students feel safe or very safe at school	65%	75%	85%
Active Parent Volunteers	320	420	520	550+
Parent Education Course Completion	40 Parent Graduates from Parent Institute of Quality Education (PIQE)	60 Parent Graduates	75 Parent Graduates	90 Parent Graduates
WUSD Community Surveys	Results pending	Continuous improvement	Continuous improvement	Continuous improvement
Constant Contact Email Subscribers	4,200	5,099	5,354	5,622

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

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

Students to be Served**Location(s)**

N/A

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Unchanged

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Improved Communication: WUSD will focus on fostering positive relationships and communications across the West Sacramento Community and within the region through utilization of the Administrator of Communication, social media, personal interactions and technology.

Provide professional development on the use of digital tools for communicating with

Improved Communication: WUSD will focus on fostering positive relationships and communications across the West Sacramento Community and within the region through utilization of the Administrator of Communication, social media, personal interactions and technology.

Provide professional development on the use of digital tools for communicating with

. Improved Communication: WUSD will focus on fostering positive relationships and communications across the West Sacramento Community and within the region through utilization of the Administrator of Communication, social media, personal interactions and technology.

Provide professional development on the use of digital tools for communicating with

parents and families. As per WUSD Technology Plan goals 4b3.2 and 4b.5, teachers and administrators will improve their knowledge of using digital tools such as email, social media, teacher created websites, and other services (Parentlink, Homelink, Learning Management System) includes ongoing personnel.

parents and families. As per WUSD Technology Plan goals 4b3.2 and 4b.5, teachers and administrators will improve their knowledge of using digital tools such as email, social media, teacher created websites, and other services (Parentlink, Homelink, Learning Management System) includes ongoing personnel.

parents and families. As per WUSD Technology Plan goals 4b3.2 and 4b.5, teachers and administrators will improve their knowledge of using digital tools such as email, social media, teacher created websites, and other services (Parentlink, Homelink, Learning Management System) to communicate with families. Cost includes ongoing personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$144,977 LCFF Sup/Con \$51,000 General Fund	\$147,877 LCFF Sup/Con \$52,020 General Fund	\$162,881 LCFF Sup/Con \$51,000 General Fund
Source	LCFF Sup/Con, General Fund	LCFF Sup/Con, General Fund	LCFF Sup/Con, General Fund
Budget Reference	1000-5999	1000-5999	1000-5999

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:

- LCAP
- LEA Plan
- Parent Involvement Policies
- CA State Standards
- School climate & safety

2018-19 Actions/Services

Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:

- LCAP
- LEA Plan
- Parent Involvement Policies
- CA State Standards
- School climate & safety

2019-20 Actions/Services

Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:

- LCAP
- LEA Plan
- Parent Involvement Policies
- CA STATE STANDARDS
- School climate & safety

• Other district initiatives
The committee will meet at least five (5) times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.

• Other district initiatives
The committee will meet at least five (5) times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.

• Other district initiatives
The committee will meet at least five (5) times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1020	\$1,200
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	4300	4300	4300

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Provide Parent Trainings, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Socioemotional needs, Parenting skills, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.

Establish at least 2 sessions of Parent Educational Classes using chosen vendor,

2018-19 Actions/Services

Provide Parent Trainings, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Socioemotional needs, Parenting skills, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.

Establish at least 2 sessions of Parent Educational Classes using chosen vendor,

2019-20 Actions/Services

Provide Parent Trainings, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of Ca State Standards, Family Literacy, Socioemotional needs, Parenting skills, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.

Establish at least 2 sessions of Parent Educational Classes using chosen vendor,

or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.

or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.

or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,800	25,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	1000-5999	1000-5999	1000-5999

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school.

Fund an additional 1.0 FTE to support influx of immigrant students.

Build capacity of HSL with ongoing

2018-19 Actions/Services

Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school.

Fund an additional 1.0 FTE to support influx of immigrant students.

Build capacity of HSL with ongoing

2019-20 Actions/Services

Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school.

Build capacity of HSL with ongoing professional development

professional development

professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$328,009 LCFF Sup/Con \$67,601 Title III	\$334,569 LCFF Sup/Con \$68,953 Title III	\$365,000 LCFF Sup/Con \$70,332 Title III
Source	LCFF Sup/Con, Title III	LCFF Sup/Con, Title III	LCFF Sup/Con, Title III
Budget Reference	1000-3999	1000-3999	1000-3999

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500	\$2550	\$2500
Source	Title III	Title III	Title III

Budget Reference	1000-3999	1000-3999	1000-3999
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Action #6

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Increase parent engagement at school sites by incurring the cost of fingerprinting, for low-income families, as part of the requirement for volunteering.

Increase parent engagement at school sites by incurring the cost of fingerprinting, for low-income families, as part of the requirement for volunteering.

Increase parent engagement at school sites by incurring the cost of fingerprinting, for low-income families, as part of the requirement for volunteering.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,600	\$30,000
Source	LCFF Sup/Con	LCFF Sup/Con	LCFF Sup/Con
Budget Reference	5000-5999	5000-5999	5000-5999

Action #7

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
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N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Unchanged

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

The District will acquire full-time Spanish and Russian translators and interpreters to provide the necessary and timely communications needed across the District.

The District will acquire full-time Spanish and Russian translators and interpreters to provide the necessary and timely communications needed across the District.

This action is discontinued due to budget constraints.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$78,000 General Fund
\$52,000 LCFF Sup/Con

\$79,560 General Fund
\$53,040 LCFF Sup/Con

0.00

Source

General Fund, LCFF Sup/Con

General Fund, LCFF Sup/Con

No funding available

Budget Reference	1000-3999	1000-3999	1000-3999
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Action #8

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

Establish Parent Kiosks at each site to foster communication, convenience, and access to student information. Each kiosk will include a computer device and a printer.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$20,000
Source	N/A	N/A	LCFF Sup/Con
Budget Reference	N/A	N/A	4000-5999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$9,537,579	15.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 15.87%. The LCAP plan developed by Washington Unified recognizes the needs of these at risk students comprising over 68% of our student population.

While districtwide expenditures described in the LCAP are available to most, the services are principally directed towards and are proving effective, in meeting the District’s goals for its unduplicated students. Students who do not fall into the unduplicated category do not need these services and therefore, do not avail themselves of these services. These services, therefore, are principally directed towards those who need it, and partakers of these services are self-selecting. Although available to all, it is the District's experience that those who are most at risk are more likely utilize these resources. Outreach efforts are principally directed at providing districtwide services to unduplicated students.

West Sacramento is a diverse, urban community where student needs are more concentrated in specific areas For this plan, Washington Unified has

identified high- need schools where “unduplicated pupils” make up 60% or more of the student population, and they will receive greater resources including additional support from Social Workers, Outreach Consultants, Intervention Specialists and administration. Additionally, school sites are supported with targeted funding, at a per unduplicated pupil rate (See Goal 1, Action 9) for direct services to those students.

Ongoing costs of existing support staff providing services principally directed toward low-income, foster and English Learner students are included.

Based on input from sites personnel, and the risks associated with foster care, this plan funds a full time Youth Outreach Specialist to monitor and aid foster youth in the navigation of school and resources.

The following actions are directly related, and are proving effective, in meeting the needs of Washington USD students identified as low-income, foster, or English Learners:

- Goal 1, Action 5 – Increase Academic Achievement of English Learners
- Goal 1, Action 9 – Site funding for direct services to unduplicated students

- Goal 1, Action 10- Extended Summer Learning Opportunities
- Goal 2, Action 4 – AVID expansion
- Goal 2, Action 5 – Support for increased participation in Science, Technology, Engineering and Math
- Goal 3, Action 3 – Coaching and intervention support to sites with high needs
- Goal 4, Action 1 – Multi-Tiered Systems of Support (MTSS) to ensure that the needs of at risk students are met
- Goal 4, Action 4 – Youth Outreach Specialist dedicated to foster and homeless students
- Goal 5, Action 3 – Parent Education
- Goal 5, Action 5 – Home School Liaisons providing a link between families and school sites to remove language barriers
- Goal 5, Action 6 – The district will incur fingerprinting/background check costs for low-income families
- Goal 5, Action 7 – The district will employ a Spanish translator and a Russian Translator to increase effective communication and parent involvement.

Based on research around best practices, educational theory, experience and data, Washington Unified has determined that the goals and actions described in our Local Control Accountability Plan provide the most effective use of funds to meet the District’s goals for our low-income students,

foster youth, and English Learners. The district had developed processes to ensure that supplemental funds are utilized for the academic and socio-emotional success of the intended populations of students.

In conclusion, Washington Unified qualitatively exceeds the increased services requirement of an estimated 15.87 percent through doubling services to foster youth, increasing professional development primarily in support of unduplicated students and providing intervention in the form of personnel, supplemental materials, and extensive summer programs for English Learners and after school tutoring.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$12,536,064	20.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 20.36%. The LCAP plan developed by Washington Unified recognizes the needs of these at risk students comprising over 68% of our student population.

While districtwide expenditures described in the LCAP are available to most, the services are principally directed towards and are proving effective, in meeting the District's goals for its unduplicated students. Students who do not fall into the unduplicated category do not need these services and therefore, do not avail themselves of these services. These services, therefore, are principally directed towards those who need it, and partakers of these services are self-selecting. Although available to all, it is the District's experience that those who are most at risk are more likely utilize these resources. Outreach efforts are principally directed at providing districtwide services to unduplicated students.

West Sacramento is a diverse, urban community where student needs are more concentrated in specific areas For this plan, Washington Unified has

identified high- need schools where “unduplicated pupils” make up 60% or more of the student population, and they will receive greater resources including additional support from Social Workers, Outreach Consultants, Intervention Specialists and administration. Additionally, school sites are supported with targeted funding, at a per unduplicated pupil rate (See Goal 1, Action 9) for direct services to those students.

Ongoing costs of existing support staff providing services principally directed toward low-income, foster and English Learner students are included.

Based on input from sites personnel, and the risks associated with foster care, this plan funds a full time Youth Outreach Specialist to monitor and aid foster youth in the navigation of school and resources.

The following actions are directly related, and are proving effective, in meeting the needs of Washington USD students identified as low-income, foster, or English Learners:

- Goal 1, Action 5 – Increase Academic Achievement of English Learners
- Goal 1, Action 9 – Site funding for direct services to unduplicated students

- Goal 1, Action 10- Extended Summer Learning Opportunities
- Goal 2, Action 4 – AVID expansion
- Goal 2, Action 5 – Support for increased participation in Science, Technology, Engineering and Math
- Goal 3, Action 3 – Coaching and intervention support to sites with high needs
- Goal 4, Action 1 – Multi-Tiered Systems of Support (MTSS) to ensure that the needs of at risk students are met
- Goal 4, Action 4 – Youth Outreach Specialist dedicated to foster and homeless students
- Goal 5, Action 3 – Parent Education
- Goal 5, Action 5 – Home School Liaisons providing a link between families and school sites to remove language barriers
- Goal 5, Action 6 – The district will incur fingerprinting/background check costs for low-income families
- Goal 5, Action 7 – The district will employ a Spanish translator and a Russian Translator to increase effective communication and parent involvement.

Based on research around best practices, educational theory, experience and data, Washington Unified has determined that the goals and actions described in our Local Control Accountability Plan provide the most effective use of funds to meet the District’s goals for our low-income students,

foster youth, and English Learners. The district had developed processes to ensure that supplemental funds are utilized for the academic and socio-emotional success of the intended populations of students.

In conclusion, Washington Unified qualitatively exceeds the increased services requirement of an estimated 20.36 percent through doubling services to foster youth, increasing professional development primarily in support of unduplicated students and providing intervention in the form of personnel, supplemental materials, and extensive summer programs for English Learners and after school tutoring.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$13,259,770

Percentage to Increase or Improve Services

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 21.12%. The LCAP plan developed by Washington Unified recognizes the needs of English learners, foster youth and students eligible for free and reduced lunch (unduplicated students) comprising over 68% of our student population.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 21.12%. The LCAP plan developed by Washington Unified recognizes the needs of these at risk students comprising over 68% of our student population.

West Sacramento is a diverse, urban community where student needs are more concentrated in specific areas For this plan, Washington Unified has identified high- need schools where “unduplicated pupils” make up 60% or more of the student population, and they will receive greater resources.

Ongoing costs of existing support staff providing services principally directed toward low-income, foster and English Learner students are included.

Based on input from sites personnel, and the risks associated with foster care, this plan funds a full time Youth Outreach Specialist to monitor and aid foster youth in the navigation of school and resources.

These services are principally directed at serving the needs of Low-income, Foster Youth, and English Learners, they are available to all students who could benefit from the services. Although available to all, it is the District's experience that those who are most at risk are more likely utilize these resources. Outreach efforts are principally directed at providing districtwide and schoolwide services to unduplicated students.

The following actions are directly related, and are proving effective, in meeting the needs of Washington USD students identified as low-income, foster, or English Learners:

- Goal 1, Action 2– Multi-Tiered System of Support
- Goal 1, Action 3 – 21st Century Skills (Classroom Technology)
- Goal 1, Action 4 – Increase Academic Achievement of English Learners
- Goal 1, Action 5 –Summer Extended Learning for English Learners
- Goal 1, Action 7 – Get Focused, Stay Focused
- Goal 1, Action 8 – Director of Special Services
- Goal 1, Action 9 – Site funding for direct services to unduplicated students
- Goal 1, Action 10- Summer Bridge Program
- Goal 1, Action 11 – City of West Sacramento Home Run Initiative
- Goal 1, Action 12 – Summer Math Program
- Goal 2, Action 1 – Educational Pathways
- Goal 2, Action 2 – Access for Students with Disabilities
- Goal 2, Action 4 – AVID Program
- Goal 2, Action 5 – Support for increased participation in Science, Technology, Engineering and Math
- Goal 2, Action 6 – CTE Partnership (NCCT)
- Goal 2, Action 7 – Outdoor Education for 6th Graders
- Goal 2, Action 8 – Indian Education Program
- Goal 3, Action 1 – Comprehensive Professional Development Plan

- Goal 3, Action 3 – Coaching and intervention support to sites with high needs
- Goal 3, Action 4 – Teacher Induction Program
- Goal 3, Action 5 – California Language and Learning Institute (CALLI) Collaborative
- Goal 4, Action 1 – Social-Emotional and Positive Behavioral Supports
- Goal 4, Action 2 – Playworks
- Goal 4, Action 3 – Additional Administrative and Pupil Services Supports for high needs sites.
- Goal 4, Action 4 – Youth Outreach Specialist dedicated to foster and homeless students
- Goal 4, Action 5 – Tipping point Attendance
- Goal 4, Action 6 – Learning Communities for School Success Program (LCSSP)
- Goal 4, Action 8 – Restorative Justice Training
- Goal 4, Action 9 – Positive Behavior Intervention and Supports (PBIS)
- Goal 4, Action 10 – Transportation for Enrichment Activities
- Goal 5, Action 1 – Administrator of Communication/ Community Outreach
- Goal 5, Action 2 – Parent Advisory Committee Engagement
- Goal 5, Action 3 – Monthly Parent Trainings to Meet Community Needs
- Goal 5, Action 4 – Home to School Liaisons
- Goal 5, Action 5 – English Learner Advisory Committee Resources
- Goal 5, Action 6 – Supports for Parent Volunteers
- Goal 5, Action 8 – Parent Information Kiosks

Based on research around best practices, educational theory, experience and data, Washington Unified has determined that the goals and actions described in our Local Control Accountability Plan provide the most effective use of funds to meet the District's goals for our low-income students, foster youth, and English Learners. The district had developed processes to ensure that supplemental funds are utilized for the academic and socio-emotional success of the intended populations of students.

In conclusion, Washington Unified qualitatively exceeds the increased services requirement of an estimated 21.12 percent through doubling services to foster youth, increasing professional development primarily in support of unduplicated students and providing intervention in the form of personnel, supplemental materials, and extensive summer programs for English Learners and after-school tutoring.