

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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..

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## 2017-20 Plan Summary

### The Story

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

Woodside Elementary School District (“WESD”) is a small suburban school district serving 400+ PreK-8<sup>th</sup> grade students at one school. WESD has an unduplicated student count exceeding 12%. However, based on the small nature of our school all students are regularly assessed and offered differentiated instruction and support to meet their individual needs. Because of this our students perform exceptionally well on standardized testing and wellness and climate measures. Our program is robust and the associated high costs per pupil are supported by a local parcel tax and parent donations that exceed 25% of our annual budget.

Woodside School District completed a strategic plan process in 2011-2012 that included thorough constituent engagement. The strategic goals are reviewed every other month at the Board level. In addition to our strategic goals we have established annual SPSA goals that complement our strategic goals as well as focus our attention on the needs of our sub groups of students. We have GATE, EL and Tinsley program related goals every year. Our Tinsley program consists of our receiving approximately 10% of our students from Ravenswood School District annually. Students participate through a lottery that places a designated number of students in Kindergarten through 2<sup>nd</sup> grade.

All of our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built to support academic performance from two angles. First is to provide targeted support for students who may not be accessing the core curriculum successfully and need intervention to close the achievement gap. These programs include substantial support in reading intervention through the direct and consulting services of 1.6 FTE in reading intervention expertise, push in and pull out early intervention in math, a robust Student Study Team system that addresses the need of any student who requires additional support or challenge, special education services, English Learner services, and counseling and small group social skills with our full time psychologist or school counselor. The second angle is broad academic rigor and a supportive school climate for all our students which includes; a robust and fully integrated TK-8<sup>th</sup> grade Social and Emotional Learner program, small class sizes (TK-8<sup>th</sup> grade no more than 20 and middle school math no more than 12), differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every class, art, music and PE for all students TK-8<sup>th</sup>

grade, a fully implemented CCSS academic program and a rigorous world languages program that all 5-8<sup>th</sup> grade students participate in. The five goals included in our three-year plan are included in either our 2017-22 five-year strategic plan or 2018-19 SPSA. We have made progress in each goal area. Differentiated learning has evolved to include a good start on the use of depth and complexity icons as well as better communication about existing instructional programs that are individualized. Our ELD program has evolved to include a study of long term ELs and the use of design thinking to problem solve program for long term ELs. Our Middle School is now fully implementing design thinking with an integrated project in all three grade levels. Design thinking has grown to include community supported design challenges and the design team structure has changed to include grade span design leads. Lastly, our work with CCSS has included the adoption of NGSS materials for Middle School and the partial implementation of Readers Units of Study in Middle School.

## LCAP Highlights

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

Based on our strategic plan, during the past year these initiatives strongly support our student achievement, school climate and communication goals.

### GOAL 1 Differentiated Learning:

All students will benefit from a differentiated learning experience in key subject areas regularly. Students who require support and those who require challenge will be supported in their specific learning goals.

### GOAL 2 English Learner Development:

All WESD EL students will continue to be supported as outlined in their ILPs. Current and former ELs will be monitored for progress and be exited from direct EI services as appropriate. ELs and their families will be supported for full involvement in WESD.

### GOAL 3 Middle School Instructional Program and Schedule:

The Middle School instructional program will be adjusted to contain regular opportunities for in depth study in key subject areas, CCSS aligned instruction in mathematics, flexible ability grouping and a meaningful elective program to create a positive culture and climate that maintains strong enrollment.

**GOAL 4 Design Thinking:**

All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences. By using Design Thinking student academic performance will improve.

**GOAL 5 Common Core State Standards:**

All students will have access to a fully integrated CCSS aligned instructional experience in all key subject areas.

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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**

The California School Dashboard equity report shows significant decrease in suspension rates from spring 2016 to fall 2017. The fall 2017 status and change report shows the suspension rate declined by .3%. Of the subgroups that saw in change in suspension rates; white and all students saw a decline.

State indicators for ELPI shows an increase for English learners who made progress toward English proficiency from 77.8 to 88.5% in 2017. The overall good news for ELs includes maintenance on academic indicators rate, increased by 10.7 in EL progress, increase by 16.2 in ELA and 11.5 in math.

ELA performance increased 16.2 points for ELs, and 21.1 points for socioeconomically disadvantaged.

Math performance which is quite good maintained for all students but increased by 11.5 points for English learners, 18.5 points for socioeconomically disadvantaged, 12.6 points for students with disabilities and 4.8 points for Hispanic students.

ELD program improvements include significant focus on current ELs and RFEP students through the Stanford/Sequoia collaborative research project.

Student, staff and parent surveys show strong responses to questions about school safety, climate and satisfaction with program and staff. Only two students are leaving for private schools at the middle school level, which is an all-time low in terms of numbers.

Student survey responses regarding the design program are extremely encouraging.

Referring to the LCFF Evaluation Rubrics, 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**

ELA performance for all students showed a decline in performance by 9.4 points. Specifically Asian and two or more races students scores declined by 15 and 14 respectively.

Survey data shows a need for further work in the area of differentiated instruction support, communication and implementation. Supporting student progress across the performance spectrum requires philosophical shifts as well as training and support.

ELD continues to be an area of focus. Work in ELD includes clarity around process, timelines and service models. Socioeconomically disadvantaged students who may or may not also be Tinsley and EL are a focus of wrap around services including SST, CAASPP and student service team oversight as necessary.

While survey results show strong positive reaction to our design program from all constituents there remains a need for further communication and partnership with parents and the larger community.

Referring to the LCFF Evaluation Rubrics, 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 data sources used to identify performance gaps is the state dashboard and this data has not been updated since fall 2017.

Fall 2017 Dashboard state indicators show a jump for English learner progress of 77.8 in 2016 to 88.5 in 2017. Academic indicators rank our ELs at level 3 with 75.3 in ELA and 70.3 in Math for 2017. Math increase while ELA declined from 2016-2017. The only changes seen in the EL subgroup were for the better.

WESD does not have the required 30 EL students to provide dashboard data and assessment. Internal/local data is studied including CELDT, CAASPP and grades.

The two student groups that we will focus on in terms of performance gap are EL and socioeconomically disadvantaged.

EL Students improved their performance in math but are still below level 3.

EL Students have performed at the same approximate level in ELA for the two years the dashboard has scores.

Out of 32 students assessed as EL we have 5 long term EL's who are dual identified EL and Special Education.

Our EL do not perform as well as the typical Woodside student.

The largest gap in student performance is between the average and low socioeconomic disadvantaged student.

Achievement Gap Plan of Action -

Every student who is performing below grade level is monitored by the student support team and they are proactively assessed as to whether a formal designation or plan is necessary to meet the student's academic goals.

Instructor effectiveness is the key to improving student outcomes. We continue to invest heavily in coaching and professional development to support teachers' efforts in differentiation and intervention. Specific training in general education instructional strategies to address EL needs in the mainstream classroom will be provided in the 2018-19 school year.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## **Increased or Improved services**

Staff, Student and Parent survey results show the need to focus on more full integration of design thinking protocol to enhance classroom projects, continued work on coordinated efforts to support EL's in their academic progress as well as full integration into the WESD experience, and to better communicate LCAP goals with families such as our GATE/Differentiation, EL and MS integration goals.

The Dashboard shows that there is room for improvement in ELA and climate for the EL population.

The surveys show that there is significant progress made in our communications regarding differentiated instruction but room for growth in broad implementation of key instructional strategies in differentiation.

Our goals will focus on access to differentiated learning for all students including foster youth, low-income and EL students as well as how alignment within MS courses will benefit the academic performance of students. Goals will also focus on the climate building benefits of design thinking and the systematic way we address complete wrap around services for students performing below grade level. A more systematic process for establishing an EL/Special Education IEP/ILP for each student who is dually identified. Socioeconomically disadvantaged students will be highlighted in student based articulations monthly.

Increased access to the SST process, increased resources being assigned to EL services and increased access to design thinking will improve services for EL, low income and foster youth.

Design lab equipment increased by \$10K annually. This is for specialized equipment and tools for design projects to integrate into the specific grade level curriculum.

Counseling services increased by \$65K as we added a general education .5 counselor position

EL Stanford/Sequoia research group increased by \$5K. This was a new project and teacher stipends were added for those participating in the study.

Our low SES students are closely aligned with our EL students and we use EL as a proxy for our low SES students. Increased resources have been assigned to support the goals for increased student performance for EL's through the purchase of EL curriculum in 2017-18 and the addition of an EL teacher stipend to encourage teacher leaders in the DELAC and parent engagement. Additionally we have hired a part time Spanish speaking receptionist to help support communication with our Spanish speaking parents. These are anticipated to continue in 18-19 and beyond.

EL research group: five teachers representing 4<sup>th</sup> through 8<sup>th</sup> grade participated in a thorough study of best practice for increased academic and social and emotional learning progress for ELs. Nominal stipends were given by the Stanford grant to teachers for their participation. District expenses included the cost of substitute teachers for participation in training/meeting sessions, as well as lunches for working lunch meetings.

Woodside has a small population of unduplicated students and a robust base program that offers differentiated instruction for all students and a broad range of courses to engage all students. Typical strategies that would often serve unduplicated students including TK, low class size, differentiation, coaching, professional development and robust course offerings and enrichment are strategies that are used for all students and are considered our base program. Services directed to our unduplicated students include transportation, a push in and pull out program staffed by our EL specialist and our reading specialist, professional development for staff serving our unduplicated students and outreach programs and targeted communication. These programs have not changed year to year but the staffing costs have increased over the past year and have increased our cost of providing services to our unduplicated students. Over the past year, we have continued to provide the targeted services highlighted above and have expanded our communication and outreach by translating key documents into Spanish and hiring bilingual office staff to improve daily communication. This has allowed us to improve our parent education outreach and 1:1 parent support for all of our services. By funding these dedicated programs we are supporting our overall goals of Gate, Student Achievement, Design Thinking, Improved School Climate and Culture in the Middle School and the full implementation of CCSS. With these goals we are seeing improved student achievement and improved student engagement and parent engagement. Alignment of services, articulation, stakeholder outreach and increased communication, specifically with our Tinsley population will directly support our low income, EL and foster youth.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
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<b>TOTAL GENERAL FUND BUDGET EXPENDITURES FOR LCAP YEAR</b>	\$ 11,684,888.37
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<b>TOTAL FUNDS BUDGETED FOR PLANNED ACTIONS/SERVICES TO MEET THE GOALS IN THE LCAP FOR LCAP YEAR</b>	\$6,927,271
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund expenditures not specified in this LCAP of \$4,757,617 include the salaries and benefits of other teacher stipends, administrators and classified staff, benefits and STRS GASB 68 contributions combined at \$2.75M, Materials of \$370K professional services \$1.37M and capital/debt/transfers \$260K.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
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<b>TOTAL PROJECTED LCFF REVENUES FOR LCAP YEAR</b>	\$ 8,070,440
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# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

Differentiated Instruction

WESD students will have increased access to successfully differentiated instruction in the key subject areas of Math and ELA that will improve their academic performance.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

**Expected**

**Actual**

Expected			Actual
<b>Metrics</b> Implementation of differentiation	<b>Baseline</b> 80% of assignments, grades 2-8	<b>2017-2018</b> 85% of assignments	69% of assignments
Implementation of depth and	Baseline to be	<b>17-18</b> All students will use	Depth and complexity training took place on January 10 <sup>th</sup> . According to the

## Expected

## Actual

<p>complexity All students will use icons for at least 3 instructional activities</p>	<p>established in 2017-18</p>	<p>icons for at least 3 instructional activities</p>	<p>2017-18 staff survey current practice and use of depth and complexity icons is 53% of teachers use these strategies regularly or all the time. Target will be adjusted in the GAS section to represent percentage of teachers using the depth and complexity icons regularly.</p> <p>Spring 2017 CAASPP ELA 81% of all students 51% of students with disabilities 46% of economically disadvantaged</p> <p>Spring 2017 CAASPP Math 80% all students 55% of students with disabilities 34% of economically disadvantaged</p> <p>Attendance rate –96%</p> <p>Chronic absenteeism –4%</p> <p>Suspension rate – 0%</p> <p>Expulsion rate – 0%</p>
<p>ELA achievement: Students scoring in the top two bands of CAASPP-ELA</p>	<p>86% of all students 42% of students with disabilities 38% Economically disadvantaged students</p>	<p><b>17-18</b> 88% of all students 44% of students with disabilities 40% Economically disadvantaged</p>	
<p>Math achievement: Students scoring in the top two bands of CAASPP-Math</p>	<p>83% of all students 42% of students with disabilities 27% of economically disadvantaged</p>	<p><b>17-18</b> 85% of all students 44% of students with disabilities 30% of economically disadvantaged</p>	
<p>Attendance rate</p>	<p>Currently 96%</p>	<p>Greater or equal to 96%</p>	
<p>Chronic absenteeism</p>	<p>Currently 6.4%</p>	<p>Less or equal to 6.4%</p>	
<p>Suspension rate</p>	<p>Currently 0</p>	<p>Less or equal to 1%</p>	
<p>Expulsion rate</p>	<p>Currently 0</p>	<p>Less or equal to 1%</p>	

# Actions / Services

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Professional Development</u></p> <ol style="list-style-type: none"> <li>1. Provide professional development for teachers in:               <ol style="list-style-type: none"> <li>a. Depth and complexity basics</li> <li>b. Designing challenge and extension</li> <li>c. MARS tasks as pre and post assessment tools for deeper content knowledge</li> </ol> </li> <li>2. Provide for teachers to attend Teachers College: Readers and Writers Institutes</li> <li>3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study</li> <li>4. Review use of cluster grouping and the use of extension activities in mathematics as a compliment to depth and complexity application to current content</li> <li>5. Provide coaching to classroom teachers in support of implementation of differentiation/GATE</li> </ol>	<ol style="list-style-type: none"> <li>1a. January 10, 2018 training for all certificated staff</li> <li>b. August 18 new staff orientation for certificated hires September 6 TK-8 staff Re-introduction and program structure January 17 TK-8 staff empathy driven interviews March 21 TK-8 staff design outcomes</li> <li>c. MARS/Assessment related trainings; September 13, November 1, January 24, January 31 and March 7</li> <li>2. Teachers college attendance in summer 2017; 4 TK-8<sup>th</sup> grade teachers</li> <li>3. All TK-8<sup>th</sup> grade teachers received coaching in readers/writers units of study;TK-5 had monthly coaching; MS had two sessions with a coach</li> <li>4. Parent, teacher and student survey implemented April 2018 to include cluster grouping questions</li> <li>5. Differentiation coach provided two trainings to all TK-8 staff</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. \$10,000</li> <li>2. \$18,000</li> <li>3. \$9,000</li> <li>4. None</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>1. PD &amp; Stipend, Base LCF</li> <li>2. PD &amp; Stipend, Base LCF</li> <li>3. Coaching, Base LCFF</li> <li>4. None</li> </ol> <p><u>Budget Reference</u></p> <p>Stipend: Resource 0000; Object 1104 , 3XXX</p> <p>3. Coaching: Resource 0000; Object 1112 , 3XXX</p> <p>PD: Resource 0000; Object 5250</p>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. \$10,000</li> <li>2. \$18,000</li> <li>3. \$9,000</li> <li>4. None</li> <li>5. Included in 1 above.</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>1. PD &amp; Stipend, Base LCFF</li> <li>2. PD &amp; Stipend, Base LCFF</li> <li>3. Coaching, Base LCFF</li> <li>4. None</li> <li>5. included in 1 above</li> </ol> <p><u>Budget Reference</u></p> <p>1., 2., Stipend: Object 1104 , 3000 -3601</p> <p>3. Coaching: Object 1112 , 3000-3601</p> <p>1., 2., 5. PD: Object 5250</p>

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

#### Identification and Access

1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students
2. All students receive instruction that provides for appropriate challenge
3. 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students will have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment
4. Explore differentiation via pre unit assessment and cluster grouping for math with K, 1<sup>st</sup>, 2<sup>nd</sup> grade students
5. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study
6. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving
7. A SST process will be used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support
8. 3<sup>rd</sup> through 8<sup>th</sup> grade students will explore their individual identified interests through an interest survey

1. All Middle School students are placed in ability groups for math instruction
2. All students have access to a challenge based SST
3. All 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students have access to compacted math units
4. No progress made on this action due to lack of professional development time
5. All K-8 students are taught ELA via Readers/Writers Units of Study
6. The vast majority of Science and Social Science assignments are leveled and/or organized for products to be choice or interest driven
7. Seven students have had an SST for challenge and/or social, emotional supports
8. Ten teachers used interest surveys in TK-8<sup>th</sup> grade classes

#### Amount

- 1-4 None
- 5. \$20,000
- 6-8 None

#### Source

- 1-4 None
- 5. Instructional materials, Lottery
- 6-8. None

#### Budget Reference

- 5. Resource 1100, Object 4310

#### Amount

- 1-4 None
- 5. 0
- 6-8 None

#### Source

- 1-4 None
- 5. Instructional materials, Lottery
- 6-8. None

#### Budget Reference

- 5. Object 4310

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Program Development /Stakeholder Feedback</u></p> <p>1. A TK-8<sup>th</sup> grade student interest survey will be given to help guide instructional experiences based on interest</p> <p>2. Students will be given opportunity to provide input on program processes and structures via student council</p> <p>3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development and student access to the SST process and high ability clusters and grouping</p> <p>4. SSC/LCAP Advisory will gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction</p> <p>5. Survey results will be used to make adjustments to goals</p>	<p>1. Ten teachers used interest surveys to research student interests.</p> <p>2. Monthly Student Council meetings provide students opportunities to participate in program review and program creation. For example, Student Council organized the Walk Out day event and are crafting the student annual survey.</p> <p>3. Student, teacher, and parent surveys are being given annually. 2018 Survey results have been summarized for all goals based on feedback. Survey questions included SSC and LCAP goal progress.</p> <p>4. Student, teacher, and parent surveys are being given annually. 2018 Survey results have been summarized for all goals based on feedback. Survey questions included SSC and LCAP goal progress.</p> <p>5. Survey results have been reviewed by the Governing Board, administration, staff, School Site Council members, and parents.</p>	<p>1-5. \$0 no additional costs</p>	<p>1-5. \$0 no additional costs</p>

# 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 goals included the following expected outcomes

- continued implementation of the math cluster model in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grades and ability grouping in 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades
- training in the use of depth and complexity training
- increased communication regarding differentiation efforts
- exploration of primary grades differentiation in math

The implementation of these goals/actions/services was achieved by including them all in our current strategic plan and SPSA. Focusing on the same set of goals for every accountability plan allows the work to stay on track and receive the support and time it deserves. The goals that have been difficult to implement include the exploration of primary grade math differentiation due to lack of time and a more full implementation of depth and complexity strategies due to needing more training and support.

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

All the goals were achieved this year with the exception of the exploration of primary grades math differentiation. It is our intention to address this goal area in 2018-19. The training and cluster work has supported the use of assessments more regularly to identify students needing challenge. The training in depth and complexity has given teachers tools to use once students are identified as needing challenge as opposed to only resorting to acceleration of content or skill work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The major difference in Goal 1 is that the District intended on purchasing supplemental materials from RRW for English Language Arts and these materials were not purchased. This is a variance of \$20,000. These unspent funds will be available in 18-19

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.

Progress was made in almost all goal areas. Focusing on the same set of goals for every accountability plan allows the work to stay on track and receive the support and time it deserves. The goals that have been difficult to implement include the exploration of primary grade math differentiation due to lack of time and a more full implementation of depth and complexity strategies due to needing more training and support.

2018-19 implementation will include more time for depth and complexity training and a study group on primary grades math ability grouping.

# Goal 2

## English Language Development:

All WESD English learner (EL) students will receive supports as outlined in their ILPs

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 7. Course Access

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

### Expected

### Actual

Expected			Actual
<p><b>Metrics</b>            ELA Achievement            Students scoring in the top two bands of CAASPP-ELA</p>	<p><b>Baseline</b>            86% of all students            38% English learners (13 students)            67% RFEP students (12 students)             22 Students are classified as current ELs based on CELDT scores             11 students were R'FEP in 2016-17</p>	<p><b>Goal</b>  <b>2017-2018</b>             88% of all students            40% of English learners            70% of RFEP students             2% increase in EL and RFEP performance on CAASPP</p>	<p><b>2017-2018 (2016-17 data)</b>            Spring 2017 CAASPP ELA            81 % of all students scored proficient or advanced             No data-not enough students English learners            66% of RFEP students (15 students)             Spring 2017 CAASPP Math            80% of all students scored proficient or advanced             No data-not enough students English Learners            53% of RFEP students (15 students)             54% of ELs made one level growth             33% of EL's were reclassified as fluent</p>
<p>Math achievement: students scoring in the top two bands of CASSPP-Math</p>	<p><b>Baseline</b>            Spring 2016 CAASPP             15% English learners (13 students)</p>	<p><b>Goal</b>  <b>2017-18</b>             20% of English learners            70% of RFEP students</p>	

**Expected**

**Actual**

	67% RFEP students (12 students)  ELPAC baseline to be determined after first implementation	ELPAC goal established along with baseline	45% attended orientation
English learner progress – CELDT 2% of EL's improving performance at least one level annually	54 % of EL's made one level growth	56% of EL's make one level growth	
English learner reclassification rate	33% reclassification rate	35% reclassified as fluent	
Parent engagement – Outreach efforts – % of parents of new Tinsley students attending orientation and parent education events throughout the year; office assistant hired	Baseline will be determined in 2017-18	Baseline will be determined in 2017-18	

**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
<p><u>Performance</u></p> <ol style="list-style-type: none"> <li>1. EL students will have access to CCSS aligned courses and curriculum</li> <li>2. EL students will be given clear performance goals for meeting/exceeding standards</li> <li>3. IFEP and RFEP progress monitoring with student and families will include a mid-year check on ILP progress</li> <li>4. ELD specialist and reading specialist will ensure EL students receive more intermittent support to instructional goals and be provided regular opportunities to show progress</li> <li>5. Opportunities will be structured for collaboration between classroom teachers and EL Specialist</li> </ol>	<ol style="list-style-type: none"> <li>1. All EL students use CCSS aligned curriculum in all subjects</li> <li>2. All EL students have an ILP with academic goals</li> <li>3. IFEP and RFEP students are monitored via the EL staff at each report card and conferences in fall and spring</li> <li>4. ELD and reading specialist met regularly to ensure instructional goals are being supported via pull out/push in services</li> <li>5. Formal articulation between classroom teachers and ELD specialists takes place in August prior to students' arrival and each trimester. For twice identified students, articulation includes the case manager as well.</li> </ol>	<p><u>Amount</u> 1-3,5 No Cost 4. \$64,290; \$87,808</p> <p><u>Source</u> 4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF</p> <p><u>Budget Reference</u> Resource 0000; Object 1100</p>	<p><u>Amount</u> 1-3,5 No Cost 4. \$71452; \$83488</p> <p><u>Source</u> 4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF</p> <p><u>Budget Reference</u> Object 1100</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Program Development /Stakeholder Feedback</u></p> <ol style="list-style-type: none"> <li>1. Classroom teachers will progress monitor IFEP and RFEP students</li> <li>2. IFEP and RFEP student progress monitoring will include weekly resource support in math and ELA</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers monitor IFEP and RFEP students via trimester reporting and conferences</li> <li>2. MS IFEP and RFEP students are enrolled in study skills as appropriate</li> </ol>	<p><u>Amount</u> 1-6: Cost covered in action 1 above 7-8. \$5000 9. \$10,000 10. \$60,000</p>	<p><u>Amount</u> 1-6: Cost covered in action 1 above 7-8. \$1000 9. \$10,000 10. \$60,000</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

3. ELD specialist and EL support provider will provide additional support in a small group setting to focus on specific instructional goals

4. ELD specialist will provide teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom

5. EL support provider will meet monthly with grade-level teams for consultation and work with students using the UC Berkeley/Berkeley Unified SD vocabulary lists and strategies

6. ELD program feedback will be gathered via student, staff and parent surveys as well as through program review by DELAC and SSC

7. DELAC with input from students staff and other parents will establish annual outcomes

8. DELAC will review progress made toward goals

9. Outreach to parents of EL students to include pre-year orientation and parent education events throughout the year

3. EL students receive small group instruction as appropriate

4. ELD specialists work with classroom teachers annually to support development of academic vocabulary in the general education setting

5. UC Berkeley academic vocabulary program is being utilized for 3-8<sup>th</sup> grade EL students

6. EL LCAP goals are included in the annual survey for students, staff and parents

7. DELAC is working on new goals for ELs, IFEP and RFEP students for 2018-19 and are in agreement with EL goals set for in the 2017-18 LCAP

8. DELAC will review annual survey data as well as CAASPP and ELPAC data annually

9. 2018-19 will include a pre-year orientation in May 2018. During the 2017-18 school year EL parents participated in numerous parent ed events including a technology/transportation event in December 2018. 25 parents attending August orientation. EPA event hosted 4 staff members and 3 parents. Outreach meetings have hosted 20 members for each of four meetings

10. All school sanctioned meetings include a translator as appropriate. The district provides

Source  
7-8 DELAC Committee Stipend Base LCFF  
9. 25% Part Time Tinsley/Outreach support; Supplemental LCFF  
10. Transportation, Base LCFF

Budget Reference  
7-8 Resource 0000; Object 1104  
9. Resource 0000; Object 2400  
10. Resource 0000; Object 5XXX

Source  
7-8 DELAC Committee Stipend Base LCFF  
9. 25% Part Time Tinsley/Outreach ; support; Supplemental LCFF  
10. Transportation, Base LCFF

Budget Reference  
7-8 Object 1104  
9. Object 2400  
10.Object 5862

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

10. Provide translation services to support parent participation. Provide Transportation to Tinsley students to ensure attendance is maintained per Goal 1

daily transportation. Our bus is shared with Portola Valley School District as well as bus supervision.

**Action 3**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Instructional Materials and Opportunity

1. Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. (Priority #4)
2. Provide opportunities for dually identified students to participate in SST for differentiation opportunities
3. Review of push in/pull out time use and performance indicators
4. Student services team to review measures of current curriculum and materials against current and future needs
5. DELAC will review access for EL students to all aspects of the WESD program

1. This action has not been fully met because we are waiting on advice on best practice gathered in Stanford/Sequoia research project.
2. All dually identified students have differentiation opportunities as identified in their IEP
3. Via EL/Stanford research project we are reviewing best practice in delivery of instructional support for EL, IFEP and RFEP students
4. Curriculum review is complete for current model. It will need to take place again if model of delivery changes due to outcomes of research project
5. DELAC members have reviewed access and are including EL students in all areas of the school program

Amount

1. \$10,000
- 2-5 None

Source

Instructional Materials, Base LCFF

Budget Reference

Resource 0000; Object 4310

Amount

1. \$3500
- 2,4 None
3. \$5000 Stipend
- 5 Covered in section 2.7 above

Source

Instructional Materials, Base LCFF; Stipends, Object 1104, 3000-3601

Budget Reference

Object 1104, 3000-3601

## 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.

Individual instruction, teacher consultation, progress monitoring and parent involvement were all implemented as intended in order to appropriately support all EL's. Formal professional development regarding the use of ELPAC for specialists was implemented. Formal PD for classroom teachers took the form of ELD research with Stanford. We have a team of 5 teachers, 1 specialist, and 2 administrators working together to study best practice in ELD instructional strategies. The implementation of our EL goals has been stalled in some ways due to the introduction of ELPAC. Professional development has gotten a boost with our participation in the Stanford/Sequoia research project and our increased focus on assessment and classification data has drawn significant attention to the needs of this sub group.

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

The effectiveness of the EL services and action plans surpassed the reclassification goal by a rate yet to be reported due to the implementation of the ELPAC in spring 2018. Progress reports on individual EL goals, or individualized-learning plans (ILP's), were sent to families 3 times per year, successfully supplementing report cards and improving home-school communication.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The reading specialist and EL specialist were staffed as budgeted with the increase reflecting the negotiated salary adjustments. Instructional materials for RWW were not purchased because we are awaiting final advice from the committee work. Only \$3500 of the \$10k budgeted was utilized. The remaining funds will be available in 18-19. In addition we budgeted \$5K for stipends related to DELAC activities. The DELAC committee was only \$1000 so the line was underbudget.

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.

Because of student performance and assessment results, we have changed goals which are reflected in the actions and services section. Minor adjustments include increased attention being paid to RFEP students in their academic performance as well as more focused articulation regarding ELs from year to year.

## Goal 3

Middle School Instructional Program

WESD Middle School students will receive instruction in a newly designed middle school program, providing opportunities for in-depth study in key subject areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Pupil Achievement 6. School Climate 7. Course Access

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

### Expected

### Actual

Expected			Actual
<p><b><u>Metrics</u></b></p> <p>ELA Achievement: MS students scoring in the top two bands of CAASPP-ELA</p>	<p><b><u>Baseline</u></b></p> <p>Spring 2016</p> <p>6<sup>th</sup> grade: 77%</p> <p>7<sup>th</sup> grade: 94%</p> <p>8<sup>th</sup> grade: 90%</p>	<p><b><u>2017-2018</u></b></p> <p>6<sup>th</sup> grade: 79%</p> <p>7<sup>th</sup> grade: 96%</p> <p>8<sup>th</sup> grade: 90%</p>	<p>Spring 2017 ELA</p> <p>6<sup>th</sup> grade: 81%</p> <p>7<sup>th</sup> grade: 88%</p> <p>8<sup>th</sup> grade: 91%</p>
<p>Math Achievement: MS students scoring in the top two bands of CAASPP-Math</p>	<p>6<sup>th</sup> grade: 74%</p> <p>7<sup>th</sup> grade: 94%</p> <p>8<sup>th</sup> grade: 76%</p>	<p>6<sup>th</sup> grade: 76%</p> <p>7<sup>th</sup> grade: 96%</p> <p>8<sup>th</sup> grade: 78%</p>	<p>Spring 2017 Math</p> <p>6<sup>th</sup> grade: 79%</p> <p>7<sup>th</sup> grade: 77%</p> <p>8<sup>th</sup> grade: 88%</p>
			<p>0% of MS students dropped out in 2017-18</p>

### Expected

### Actual

Middle School Dropout Rate	0%	≤ 1%	Student survey 2018 98% felt the school environment was safe and secure Parent survey 2018 83% felt the school environment was safe and secure Staff survey 2018 81% felt the school environment was safe and secure
School Climate Survey: MS campus is viewed as both physically and emotionally safe	Student survey 2017 90% felt the school environment was safe and secure	≥ 92%	

## 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
<p><u>Design Integration</u></p> <p>1. Teachers will continue to receive annual professional development in design theory and integration</p> <p>2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol</p> <p>3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work</p>	<p>1. Design training: August 2017 new staff; November 2017; January 2018 TK-8; March 2018 TK-8; MS staff meetings. Topics included empathy driven interviewing, integration of standards based content and design thinking and how to assess design driven tasks</p> <p>2. 100% of students in MS have an integrated Design Project and skill building lessons. From a grant, we were able to purchase supplies and equipment for the Design Lab.</p>	<p><u>Amount</u></p> <p>1. \$10,000 2-6. \$7,500 7-8. \$5,000</p> <p><u>Source</u></p> <p>1. PD Design: Base LCFF 2-6. Design Lead Stipend; Base LCFF 7-8. Design Committee Stipend; Base LCFF</p>	<p><u>Amount</u></p> <p>1. \$10,000 2-8. Outlined in Goal 4 Action 1 below</p> <p><u>Source</u></p> <p>1. PD Design Consultant: Base LCFF 2 Outlined in Goal 4 Action 1 below</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

- 4. All 8<sup>th</sup> grade students will use design thinking protocol to complete a cross-curricular exit project
- 5. All 7<sup>th</sup> grade students will use design thinking protocol to complete an environment focused, cross curricular project
- 6. 6<sup>th</sup> grade will establish a design thinking based project
- 7. Students will receive feedback regarding their progress toward design thinking outcomes
- 8. Parents and teachers will provide feedback on design integration at the middle school level

- 3. All design projects in MS focus on building empathy, analyze challenges, gather reliable data, and reflect on the work
- 4. All 8<sup>th</sup> grade students will complete a cross curricular exit project
- 5. All 7<sup>th</sup> grade students will complete a cross curricular, integrated project
- 6. 6<sup>th</sup> grade has developed an integrated design project
- 7. The student feedback loop is part of all integrated design projects
- 8. Survey data shows
  - 79% of students are able to articulate what they are doing in the design program
  - The vast majority of open ended comments asking about satisfaction with the program are positive
  - There is a significant increase in the percentage of teachers using design thinking in their class regularly from 47% in 2017 to 90% in 2018

- Budget Reference
- 1. Resource 0000; Object 5250
  - 2-6 Resource 0000; Object 1104
  - 7-8 Resource 0000; Object 1104.

- Budget Reference
- 1. Object 5250
  - 2 Outlined in Goal 4 Action 1 below

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Program Development and Stakeholder Feedback</u></p> <ol style="list-style-type: none"> <li>The SSC/LCAP Advisory through staff feedback, specifically informed by MS review and Design Committee review, will establish annual outcomes</li> <li>All students, include English Learners, Low income and Foster Youth, will benefit from a well-coordinated, coherent MS program</li> <li>Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress</li> <li>CCSS is 100% integrated and design connections with CCSSs will be leveraged</li> <li>Students will benefit from connections and support with community institutions and members</li> <li>Communicate the Woodside Middle School advantage to the larger educational community</li> <li>Maintain an alumni Facebook page</li> <li>Leverage social media to celebrate and communicate MS program successes</li> </ol>	<ol style="list-style-type: none"> <li>SSC/LCAP goals for 2017-18 have been developed:               <ol style="list-style-type: none"> <li>Differentiated experience for all students</li> <li>Middle School instructional program</li> <li>Design thinking program</li> <li>SEL program</li> </ol> </li> <li>All students including foster youth, ELs and low income students fully participate in all aspects of the MS program</li> <li>MS teacher meetings include coordination of assignments, design project work and test date agreements</li> <li>CCSS, specifically NGSS, is frequently at the center of design projects in MS</li> <li>Community members participated in the design of open ended design challenges and judged the 2018 STEM fair</li> <li>MS Woodside advantage is communicated via Instagram, strategic planning updates</li> <li>Alumni Facebook page is in use</li> <li>Instagram page for MS is maintained</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>\$5000</li> <li>None</li> <li>\$10,000</li> <li>None</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>SSC, Design Committee Stipends, Base LCFF</li> <li>None</li> <li>Design Instructional Materials, Lottery</li> <li>None</li> </ol> <p><u>Budget Resource</u></p> <ol style="list-style-type: none"> <li>Resource 0000, Object 1104</li> <li>None</li> <li>Resource 1100, object 4310</li> <li>None</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>\$5000</li> <li>None</li> <li>cost included in Goal 5.Action2.2 below</li> <li>None</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>SSC, Stipends, Base LCFF</li> <li>None</li> <li>cost included in Goal 5.Action 2.2 below</li> <li>None</li> </ol> <p><u>Budget Resource</u></p> <ol style="list-style-type: none"> <li>Object 1104</li> <li>None</li> <li>cost included in Goal 5.Action 2.2 below</li> <li>None</li> </ol>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

9. Parental feedback will continue to be considered via SSC/LCAP, Advisory, PTA, the Board and surveys

9. Design questions to measure progress made in SSC/LCAP goals are included in the annual surveys for staff, students and parents

**Action 3**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

CCSS Alignment, Climate and State Priorities

1. All students receive CCSS aligned instruction in ELA, math and science
2. MS ELA teachers will implement the new Reading Units of Study
3. MS Science teachers will integrate NGSS with existing science resources
4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided
5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST

1. 100% of students receive CCSS aligned instruction in ELA, Math and Science
2. MS implements Reading Units of Study in ELA
3. Current teacher created resources and ZSpace are used to deliver NGSS curriculum
4. Advisory is delivered to every MS student
5. The MS team is studying how to support students not meeting standard using SST as appropriate

Amount

1. None
2. \$10,000
3. None
4. \$15,000
5. None

Source

1. None
2. Units of Study, Lottery,
3. None
4. SEL, Local Donations
5. None

Budget Reference

Amount

1. \$40,000
2. addressed in Goal 1. Action 2.5 above
3. addressed in Goal 5. Action 1.4
4. \$10,000
5. None

Source

1. Lottery, Instructional materials
2. addressed in Goal 1. Action 2.5 above
3. addressed in Goal 5. Action 1.4
4. SEL, Local Donations

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

		<p>1.None 2.Resource 1100, object 4310 3.None 4. Resource 9020, object, 1100, 5XXX 5.None</p>	<p>5.None</p> <p><u>Budget Reference</u> 1.Object 4310,4100 2. addressed in Goal 1. Action 2.5 above 3.addressed in Goal 5. Action 1.4 4. object, 1100, 5.None</p>
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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.

MS actions/services implemented in 2017-18 include:

- the implementation of the sixth grade design project
- ongoing training in design theory and integration
- constituent feedback collected from staff, students and parents regarding design thinking program
- partial implementation of MS reading units of study
- selection of MS NGSS curriculum

Implementation of goals took place through our normal structures. For example, the NGSS curriculum selection took place in Middle School Science department meetings, Units of Study is supported by on site training and purchasing of appropriate materials through the PTA grant process, the design team delivers training and support for each grade level project, and the parent, teacher and staff surveys collect feedback about all key initiative which are also our LCAP goal areas.

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

All goals stated were achieved and no significant changes were made after analysis.

### Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual expenditures are higher than budgeted expenditures. This is related to these primary areas. . In total there is a \$10K variance for Design in goal 3 Action 1 because the budget was duplicated. The \$10K in design stipends for the committee and the lead teachers was a duplicated budget item in Goal 2. Action 4 and the actuals are now outlined in Goal 4. Action 1.2 only and Goal 4 Action 1.6

Goal 3 Action 2.4 and Action 3.1 & Action 3.2 all relate to instructional materials and supplies. The budgeted amount included \$10K for NGSS science materials and \$10K for Readers Writers Workshop units of study. These were not purchased and are budgeted to be purchased in 18-19. The funds were instead used for a total exceeding \$40K to purchase other instructional materials including consumable workbooks and supplemental materials.

Goal 3 Action 3.4 referenced the SEL Committee to provide advisory support and this was implemented as planned but the committee stipends were \$10K rather than \$15K anticipated.

### 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.

No substantial changes made. The work outlined was largely achieved. The reading units of study included a joint implementation of the dystopian unit of all three 7<sup>th</sup> grade ELA teachers but did not include any other units. The metric changes to move forward with the expectation of all units to be implemented in 18-19. All other goals were achieved.

# Goal 4

## Design Thinking

WESD students will have increased access to design thinking integrated curriculum and stand-alone curriculum. All WESD student will be fully versed in design thinking theory ad protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parental Involvement 6. School Climate

Local Priorities: [Add Local Priorities Here]

### Annual Measureable Outcomes

#### Expected

#### Actual

Expected			Actual
<p><b><u>Metrics</u></b> Experiences: All students will have design thinking integrated instructional experiences in order to fully utilize design thinking strategies to problem solve</p>	<p><b><u>Baseline</u></b> 3 integrated lessons per grade level with one year long integrated project in 7<sup>th</sup> and 8<sup>th</sup></p>	<p><b><u>2017-2018</u></b> 8-12 skill building lessons 1 integrated project per grade level TK-8<sup>th</sup> grade  100% of students TK-8 have design thinking integrated instructional experiences via integrated grade level projects and skill building lessons</p>	<p>2018 8-12 skill building lessons 1 integrated project per grade level TK-8<sup>th</sup> grade were completed</p> <p>2018 parent survey asked -Level of satisfaction with design program 46% satisfaction -Awareness of design program 55% awareness</p> <p>35% of parents took the survey in 2018</p>
<p>Community Partnership via parent survey</p>	<p>Baseline established in 2017-18</p>	<p>Target will be set in current year</p>	

**Expected**

**Actual**

Program development and stakeholder feedback	40% parent participation in parent survey	45% participation in parent survey	
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**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**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p><u>Professional Development</u></p> <ol style="list-style-type: none"> <li>All staff will continue to receive design training at least twice during the school year</li> <li>The Design Committee will continue to provide training</li> <li>Attendance at Nueva Innovation and/or D School Summer Institutes is made available to all teachers</li> <li>Expand training for higher-level program development and integration into the classroom experience</li> <li>Explore and secure more specialized training provided by D-School or Nueva staff</li> <li>Each grade span (Tk-2, 3-5, MS) will pilot a teacher leader in design who will assist grade-</li> </ol>	<ol style="list-style-type: none"> <li>January 17 Empathy driven interviewing; March 21 Instructional outcomes</li> <li>Design committee works in conjunction with a design consultant to provide all design professional development</li> <li>2018 Design training at Nueva will be attended by four teachers/administrators</li> <li>A Stanford referred design expert is providing differentiated Design training for the WES level of implementation</li> <li>A Stanford referred design expert is providing differentiated Design training for the WES level of implementation</li> <li>Grade span design teacher leaders are in place 2017-18</li> </ol>	<p><u>Amount</u></p> <p>1, 3,4,5. \$10,000 6.\$7500 7.\$10,000</p> <p><u>Source</u></p> <p>1, 3,4,5. Professional Development, LCFF Base 6.Instructional Lead LCFF Base 7. Equipment Instructional materials, Lottery</p> <p><u>Budget Reference</u></p> <p>1, 3,4,5. Resource 0000, Object 5250 6 Resource 0000, Object 1104 7 Resource 1100,</p>	<p><u>Amount</u></p> <p>1, 3,4,5. \$10,000 2. Stipends \$5000 6.\$7500 7.\$47,000</p> <p><u>Source</u></p> <p>1, 3,4,5. Professional Development, LCFF Base 6.Instructional Lead LCFF Base 7. Equipment Instructional materials, Lottery</p> <p><u>Budget Reference</u></p> <p>1, 3,4,5. Object 5250 2 Object 1104 6 Object 1104 7 Object 4310</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

level teams find natural design integration opportunities

7. Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team

7. Design team established common calendar, centralized materials library for design program

Object 4310

**Action 2**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Community Partnership

1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program

2. The Design Committee will consider ways to enlist community members in the offering of open-ended design challenges

3. The Design Committee will consider community outreach to other school systems to share best practices such as assessments

1. Parents provide input via strategic stakeholder meetings (example – design challenge/guest designers), SSC goal setting and monitoring, and via annual surveys

2. Design challenge and guest designer  
Two open ended design challenges were provided during lunch recess in December 2017 for K-5<sup>th</sup> grade age students. One Middle School open ended challenge was offered in January 2018.

3. We host approximately 5 tours a year for both private and public schools/districts exploring design thinking programs

Amount

- 1.. None
- 2.. \$5000
- 3.. Same as Above

Source

- 1.. None
- 2. Base LCFF, Design Committee
- 3.. Same as Above

Budget Reference

- 1.. None
- 2. Resource 0000; Object 1104
- 3.. Same as Above

Amount

1-3.\$ 5000 budget was included in Goal 4. Action 1 above for committee.

Source

1-3.\$ 5000 budget was included in Goal 4. Action 1 above for committee.

Budget Reference

1-3.\$ 5000 budget was included in Goal 4. Action 1 above for committee.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Program Development and Stakeholder Feedback</u></p> <ol style="list-style-type: none"> <li>1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes</li> <li>2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students</li> <li>3. The Design Committee, in conjunction with the MS team, will establish a 6<sup>th</sup> grade design project</li> <li>4. The Design Committee will explore ways to incorporate more opportunities for students to have open-ended design challenges</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual outcomes are established via SSC goals and LCAP goals</li> <li>2. Design team meeting minutes, SSC minutes and board minutes provide evidence of full access</li> <li>3. 6<sup>th</sup> grade project has been developed and students will have the full experience in 2017-18</li> <li>4. Open ended design challenges were offered in December and January of the 2017-18 school year. Two K-5 challenges and one MS challenge.</li> </ol>	<p><u>Amount</u> 1-4.\$5000</p> <p><u>Source</u> 1-4 Base LCFF, Design Committee</p> <p><u>Budget Reference</u> 1-4 Resource 0000, Object 1104</p>	<p><u>Amount</u> 1-4. \$5000 Included in Goal 4. Action 1 above</p> <p><u>Source</u> 1-4.\$ 5000 budget was included in Goal 4. Action 1 above for committee.</p> <p><u>Budget Reference</u> 1-4.\$ 5000 budget was included in Goal 4. Action 1 above for committee.</p>

### 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.

All the action items were achieved this school year. All students had consistent access to design projects and the lab. The design committee was able to establish an assessment rubric for design skills and experiences. All stakeholder surveys provided valuable feedback to help set direction for the next school year's implementation of the program including staffing, use of the lab, integration versus design based activity balance and use of guest designers. Differentiated training was provided with a Dschool design consultant.

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

All goal areas were implemented well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual expenditures are higher than budgeted expenditures. This is related to these primary areas. The Design curriculum received one time funding for equipment of \$60K and has spent \$37K the remaining funds will be available in 18-19. ongoing funding of \$10K to purchase materials to support the various integrated projects has been added and was outlined in Goal 1 and Goal 4. The design committee references in Goal 4.2 and 4.3 are included in the cost estimates of 4.1.

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.

The goals continue to be focused on three things: professional development, community outreach, and stakeholder input.

You will see that the goal is set up for three action areas as listed above in the planned action and services section. Metrics have been updated to reflect student performance and other quantified data has been updated.

# Goal 5

## CCSS

WESD students will have increased access to CCSS aligned instructional experiences in key subject matter including Science and History/Social Science.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 7. Course Access

Local Priorities: [Add Local Priorities Here]

## Annual Measureable Outcomes

### Expected

### Actual

Expected			Actual
<p><b>Metrics</b> Teacher Assignment</p>	<p><b>Baseline</b> 100% of classroom teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p>	<p><b>2017-2018</b> 100% of teachers will be appropriately assigned and fully credentialed.</p>	100% of classroom teachers are appropriately assigned
<p>School Facilities</p>	<p>Maintained and in good repair with FIT Score of 98.02% / 100%</p>	<p>FIT Score <math>\geq</math> 96%</p>	FIT score 91.6
<p>Instructional Materials</p>	<p>100% of students have access to CCSS aligned and adopted instructional materials.</p>	<p>100% of students will have access to CCSS aligned and adopted instructional materials.</p>	<p>100% of students have access to CCSS aligned instructional materials</p> <p>See baseline/target</p>
			Valid and reliable statewide assessment data in science will not be

### Expected

### Actual

Science Achievement: Students scoring in the top two bands of CAASPP-Science	Baseline will be determined in 2017-18	Achievement targets will be determined once baseline is set	available until spring 2019. Baseline and targets will be set at that time.  2017 CAASPP data was used to identify all students who scored below standard
Student Performance Structure: Collection of annual ILP, 504, IEP and SST	Baseline will be determined in 2017-18	Achievement targets will be determined	

## 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
<p><u>Planned</u></p> <ol style="list-style-type: none"> <li>All teachers will be fully credentialed and appropriately assigned</li> <li>Provide a Beginning Teacher Support and Assistance program for newly hired teachers</li> <li>Facilities will support the instructional program and be maintained in good repair by 1.0 FTE maintenance staff and 2.0 FTE custodial staff</li> <li>All students will have access to locally adopted and approved CCSS aligned instructional materials</li> </ol>	<ol style="list-style-type: none"> <li>100% of classroom teachers are fully credentialed and appropriately assigned</li> <li>BTSA is offered for all teachers needing to clear their credential</li> <li>Facilities are in good repair and supported at the same rate as 2016-17</li> <li>All students have access to CCSS aligned instructional materials</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>\$5,163,130</li> <li>\$9,500</li> <li>\$248,807</li> <li>\$40,000</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>Highly Credentialed Teachers Base Salary, Base LCFF</li> <li>BTSA Stipend, Base LCFF</li> <li>Facilities staff, Base LCFF</li> <li>Instructional Materials, Lottery</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>\$5,809,931</li> <li>\$9,500</li> <li>\$335,039</li> <li>Included in Goal 3 Action 3 above</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>Highly Credentialed Teachers Base Salary, Base LCFF</li> <li>BTSA Stipend, Base LCFF</li> <li>Facilities staff, Base LCFF</li> <li>. Included in Goal 3</li> </ol>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

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<p><u>Budget Reference</u></p> <ol style="list-style-type: none"> <li>1. Resource 0000, Object 1100, object 3XXX</li> <li>2. Resource 0000, Object 1104</li> <li>3. Resource 0000, Object 2240, 3XXX</li> <li>4. Resource 1100, Object 4310</li> </ol>
--

<p>Action 3 above</p>
<p><u>Budget Reference</u></p> <ol style="list-style-type: none"> <li>1. Object 1100, object 3000-3901</li> <li>2. Object 1104, object 3000-3901</li> <li>3. Object 2240, 3000--3902</li> <li>4. . Included in Goal 3 Action 3 above</li> </ol>

**Action 2**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

<p><u>NGSS Implementation and Alignment</u></p> <ol style="list-style-type: none"> <li>1. All students will have full access to NGSS aligned instructional materials.</li> <li>2. New NGSS materials will be implemented in Middle School.</li> <li>3. TK-5 science will be supported by NGSS aligned FOSS Kits, Zspace technology/ curriculum and design thinking activities.</li> <li>4. Through the SSC, parents will be asked to provide input on the proposed science materials.</li> <li>5. Performance standards will be set for NGSS.</li> </ol>
--

<ol style="list-style-type: none"> <li>1. All Tk-8 students were provided full access to NGSS aligned instructional materials through Foss and MS piloted materials, STEM scopes.</li> <li>2. STEM scopes was piloted and chosen.</li> <li>3. Foss is supplemented by zspace and science/stem fair activities</li> <li>4. SSC/LCAP Advisory was included in providing input regarding pilot material and fully endorsed recommendations for curriculum</li> <li>5. To be set.</li> </ol>
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<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. \$40,000 (All Instructional Materials)</li> <li>2. \$12,000 (New Science Materials)</li> <li>3. \$17,000 (ZSpace)</li> <li>4-5. None</li> </ol>
<p><u>Source</u></p> <ol style="list-style-type: none"> <li>1. Instructional Materials, Lottery</li> </ol>

<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. \$0 as the actual amounts were outlined in Goal 4. Action 1.</li> <li>2. \$0 (New Science Materials)</li> <li>3. \$17,000 (ZSpace)</li> <li>4-5. None</li> </ol>
<p><u>Source</u></p> <ol style="list-style-type: none"> <li>1. \$0 as the actual amounts were outlined in Goal 4. Action 1.</li> <li>2. Instructional</li> </ol>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

2. Instructional Materials, Lottery  
3. Instructional Materials, Lottery  
4-5. None

Budget Reference  
1. Resource 1100, Object 4310  
2. Resource 1100, Object 4310  
3. Resource 1100, Object 4310  
4-5 None

Materials, Lottery  
3. Instructional Materials, Lottery  
4-5. None

Budget Reference  
1. \$0 as the actual amounts were outlined in Goal 4. Action 1.  
2., Object 4310  
3. Object 4310  
4-5 None

**Action 3**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Instructional Objectives CCSS Aligned

1. Woodside Instructional Objectives will outline the instructional program in Reading and Writing for all students at each grade level.

2. Outcomes will be measured by instructional program description including materials use as well as goals set for the general and subgroup populations.

1. Instructional objectives have been developed for Writing TK-5

2. Objectives in writing include program description and materials used

Amount  
1. None  
2. None

Source  
1.  
2.

Budget Reference  
1.  
2.

No additional costs included above in Action 2

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>1. Student services team will ensure full access to NGSS for students with disabilities</li> <li>2. Parental involvement for SWD will monitor access to design/science integration.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students have full access to NGSS curriculum</li> <li>2. SSC/LCAP reviewed Design/Science integration throughout the 17-18 school year</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><u>Budget Reference</u></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p><u>Source</u></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> </ol> <p><u>Budget Reference</u></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Student Performance Support Structure</u></p> <ol style="list-style-type: none"> <li>1. Conduct annual review of individual plans for students outside of EL and Special Education who are performing below grade level in reading, writing and/or math</li> <li>2. Wrap around services will be available for any student of need should our student population change to include foster or homeless youth. These service plans will ensure 100% access to required course content and curriculum.</li> <li>3. Record keeping on intervention</li> </ol>	<ol style="list-style-type: none"> <li>1. August review of CAASPP results identifying all students operating below grade level to identify, communicate and problem solve for better performance</li> <li>2. Parent meetings with administration and every student who scored below grade level. Plans established for each student.</li> <li>3. Testing protocol and student performance data include intervention documents for annual review.</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> <li>3. None</li> </ol>	<p><u>Amount</u></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> <li>3. None</li> </ol> <p><u>Source</u></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> <li>3. None</li> </ol> <p><u>Budget Reference</u></p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. None</li> </ol>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

meeting outcomes and program monitoring will be consistent

## 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.

Action/services to be implemented include:

- continued access to CCSS aligned materials, fully credentialed teachers, appropriate school facilities
- community partnership in collection of feedback regarding key programs, and enlisting community involvement in design
- development of instructional objectives in key content areas
- wrap around services for those scoring below grade level

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

All actions/services were completed with the exception of instructional objective development

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The major variance is from the additional costs for credentialed teachers. This increase includes a 2.5% salary increase as well as the GASB 68 benefits additional expenses exceeding \$500K that were not included in the budgeted expenses. Another variance was \$86K in maintenance costs for staffing. This includes a 2.5% increase that was not included in the budgeted expense. This also includes \$30K in overtime expense for summer work to prepare the

classrooms after the summer camp was complete. Finally the \$80K variance in instructional materials was budgeted as a duplicate in Goal 5 Action 1.4 and Action 2.1. These were duplicated budgeted amounts from those outlined in Goal 4 and the actuals were included in goal 4.

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.

One change that was made to actions is to more specifically identify EL and low-income performance in our CCSS goal. We do not currently have any foster or homeless students. The work associated with this goal and this action specifically will be broad enough in scope and nature to cover potential needs of foster or homeless youth should the need arise.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

Input gathered during meetings with parents, teachers, DELAC, SSC/LCAP advisory, and the Board of Trustees as well as a student, staff and parent survey. The LCAP advisory council is subsumed by the SSC. The DELAC is a separate group of stakeholders that includes a Board member, administration, teachers and EL parents. The DELAC is specifically consulted in the development of the LCAP.

The LCAP Advisory Committee includes staff and parents and a Board Trustee. SSC/LCAP has its primary purpose of reviewing and evaluating school programs for progress in meeting the overall goal of raising student achievement for all students. The board of trustees appointed the SSC to become the LCAP advisory as we are a one school district and it appeared to be the most appropriate way to link our local goals with the LCAP process.

SSC/LCAP meetings that included work toward LCAP goals:

October 2

November 6

December 11

January 8

May 7

SSC/LCAP advisory meetings LCAP survey goals were crafted and reviewed:

February 12

March 12

April 16

DELAC committee includes staff, parents and a Board Trustee. Staff representatives include most members of our intervention team: Student Services Director, Speech Pathologist, K-5 Resource Teacher, and School Psychologist. The Student Services Director leads all English Learner programs as well. Parent representatives include parents with a vested interest in special education, 504 accommodations, EL and Gate programs. DELAC meets quarterly.

Spanish speaking parents were provided the annual survey which included LCAP annual assessments in Spanish. The PTA meeting in which the LCAP goals were reviewed included an interpreter.

The qualitative data included verbal input during the SSC, Board, PTA and staff meeting. Quantitative data included the survey data regarding LCAP goals and progress of students, parents and staff. Review of data took place at the Board, SSC/LCAP advisory and staff meetings in late spring. The LCAP in all its forms has been made available via the website which reflected the changes made to the plan based on stakeholder feedback.

Teachers reviewed the current year goals at special trainings throughout the year. Trainings for Assessment, Differentiation, Design, SEL and ELA were completed in September, November, January, and February. Teachers responded to LCAP goal questions in the staff survey conducted in April 2018. Survey result meetings include the following:

WTA Leadership	May 8 <sup>th</sup>
Board of Trustees	May 15 <sup>th</sup>
Staff	May 23 <sup>rd</sup>
Design Team	May 24 <sup>th</sup>
SEL Team	May 17 <sup>th</sup>
Student Council	May 29
ELD Team	June 5 <sup>th</sup>

Joint Committee on Priorities (JCOP). This committee is charged with sharing information across departments and discussing how to communicate that information out to parents and community members. The group includes staff, parents, PTA, Foundation and a Board Trustee. Information that is highlighted is then included in press releases and the weekly parent bulletins.

Student input included a student council discussion of what questions to include in the student survey and the implementation of said survey in April of 2017.

Board of Trustees reviews the District goals on a bi-monthly basis and received in depth updates as follows:

September 12 – Strategic planning update (LCAP goals)

October 10- Student Assessment CAASP

November 13- TK-5 Instructional minutes review, Strategic planning update (LCAP goals)

December 5- Readers/Writers update, EL research project

January 10- Strategic Planning Retreat- Student performance in Math, ELA, SEL program review

January 16-SPSA, Strategic planning update (LCAP goals)

February 5 –Student performance-HS placement

March 6-Strategic planning update (LCAP goals)

April 3-2017-18 LCAP annual update, MS Science curriculum adoption

May 15-LCAP - Public Hearing

May 3-9 Superintendent made changes in writing in response to comments, SSC/LCAP Advisory and Board of Trustees feedback on draft

June 5 LCAP Approval

# Impact on LCAP and Annual Update

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

All constituent groups were alerted to the annual process for LCAP and given the opportunity to participate in the review and discussion. Invitations were shared via PTA, SSC/LCAP advisory, Board, staff and WTA meetings. Constituents reviewed data gathered regarding each goal area and the following actions were identified in each goal area based on this feedback.

Specific feedback for the 17-18 year was completed in April and May with the Superintendent providing written feedback for adjustments to multiple goals moving forward. The following outlines the feedback from the 17-18 goal work and stakeholder engagement feedback and how that feedback has and will impact goals moving forward.

## GOAL 1: DIFFERENTIATION

Stakeholder feedback tells us that our work in this area is moving along nicely. Students are able to identify differentiation opportunities, teachers are using more strategies such as SSTs and assessment to inform differentiation and parents are more aware of what the work looks like. Based on feedback the following adjustments have been made to our plans: more focus on depth and complexity training and support, exploration of K-2 math ability grouping, continued communication push and general parent support for those with highly gifted students.

## GOAL 2: EL ACHIEVEMENT

With the change in assessment tool this year we are in pause regarding much of our data collection and analysis.

Our work with Stanford/Sequoia collaborative regarding ELD instructional strategies is moving our work forward in this area and in the area of program review for ELD as a whole.

Stakeholder feedback focuses largely on the experience of our Tinsley/EL families. The outreach committee has expanded and work is being identified for next year with the leadership of this committee.

## GOAL 3: MIDDLE SCHOOL EXPERIENCE (CULTURE AND CLIMATE)

Survey data shows that our work supporting families through the HS transition is extremely well received. No changes are suggested in this area.

Survey data shows that students are largely very happy with the design thinking program. The transition of staffing and support for the program has been well received by staff and parents are now having opportunities to be more involved as community experts in the field.

The sixth grade design project was implemented this year.

Wrap around services for those performing below grade level were implemented this year to significant success. Stakeholder feedback and LCAP process will ensure continued focus in this area.

## GOAL 4: DESIGN THINKING

Stakeholder feedback illustrated the need for differentiated design professional development support. We enlisted a d.school trainer to work with our design team for training this year. A draft instructional outcome tool was crafted and will be reviewed next year.

Previous stakeholder feedback illustrated the need for a change in design team structure. That structure was implemented this year and feedback is largely positive. Parent/community opportunities for engagement in this program were extended to include open ended design challenges and expert designers/innovators working largely with MS.

Staff review and survey feedback revealed the need for clear appointment of staff with identified roles for the management of the lab space, materials and technology tools.

**GOAL 5: FULL ACCESS TO CCSS ALIGNED MATERIALS IN ELA AND MATH**

All mandates are still met.

Wrap around services for all students performing below grade level has been implemented.

MS Units of Study in reading was partially implemented this year.

NGSS materials for MS were piloted and chosen for purchase.

Instructional objectives were written for writing and a draft of reading. Math has not begun

## 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

# Goal 1

WESD students will have increased access to successfully differentiated instruction in the key subject areas of Math and ELA that will improve their academic performance.

## State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement

Local Priorities: Strategic Plan

## Identified Need:

Students need exposure to instruction that provides greater depth and complexity when accessing CCSS as well as regular opportunities to receive directed instruction in key academic areas. Students need differentiated learning experiences and those who require support and those who require challenge need to be supported in their specific learning goals.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of differentiation	80% of assignments, grades 2-8	<b>Target:</b> 85% of assignments <b>Actual: 2017-18</b> 69% of assignments	75% of assignments	85% of assignments
Percentage of teachers using depth and complexity icons regularly based on staff survey.	<b>Established 2017-18</b> 53% of teachers use icons regularly	53% of teachers use icons regularly	60% of teachers use icons regularly	70% of teachers use icons regularly
ELA achievement: Students scoring in the top two bands of	86% of all students 42% of students with disabilities	<b>Target:</b> 88% of all students 44% of students with	90% of all students 46% of students with disabilities	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>CAASPP-ELA</b>	38% of economically disadvantaged	disabilities 40% of economically disadvantaged <b>Actual: 2017 CAASPP ELA</b> 81% of all students 51% of students with disabilities 46% of economically disadvantaged	42% of economically disadvantaged	92% of all students 48% of students with disabilities 44% of economically disadvantaged
<b>Math achievement: Students scoring in the top two bands of CAASPP-Math</b>	83% of all students 42% of students with disabilities 27% of economically disadvantaged	<b>Target:</b> 85% of all students 44% of students with disabilities 29% of economically disadvantaged <b>Actual: 2017 CAASPP Math</b> 80% of all students 55% of students with disabilities 34% of economically disadvantaged	87% of all students 46% of students with disabilities 31% of economically disadvantaged	89% of all students 48% of students with disabilities 33% of economically disadvantaged
<b>Attendance rate</b>	Currently 96%	Greater or equal to 96% <b>Actual:</b> 96%	Greater or equal to 96%	Greater or equal to 96%
<b>Chronic absenteeism</b>	Currently 6.4%	Less or equal to 6.4% <b>Actual:</b> 4%	Less or equal to 6%	Less or equal to 5.6%
<b>Suspension rate</b>	Currently 0	Less or equal to 1% <b>Actual:</b> 0 suspensions	Less or equal to 1%	Less or equal to 1%
<b>Expulsion rate</b>	Currently 0	Less or equal to 1% <b>Actual:</b> 0 expulsions	Less or equal to 1%	Less or equal to 1%

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

## 2017-18 Actions/Services

### Professional Development

1. Provide professional development for teachers in:
  - a. Depth and complexity basics
  - b. Designing challenge and extension
  - c. MARS tasks as pre and post assessment tools for deeper content knowledge
2. Provide for teachers to attend Teachers College: Readers and Writers Institutes
3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study
4. Review use of cluster grouping and the use of extension activities in mathematics as a compliment to depth and complexity application to current content
5. Provide coaching to classroom teachers in support of implementation of differentiation/GATE

## 2018-19 Actions/Services

1. Provide professional development for teachers in Depth and complexity and the integration of icons.
2. Provide for teachers to attend Teachers College: Readers and Writers Institutes
3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study
4. Review use of cluster grouping and the use of extension activities in mathematics/ Social Studies and Science as a compliment to depth and complexity application to current content
5. Provide coaching to classroom teachers in support of implementation of differentiation/GATE. And review use of coaching time for Differentiation/Gate
6. Explore best practices and available resources for dually identified English learner/special education students
7. Review materials library and time for training and collaboration
8. Explore best practice in use of interest surveys

## 2019-20 Actions/Services

1. Provide professional development for teachers in Depth and complexity and the integration of icons.
2. Provide for teachers to attend Teachers College: Readers and Writers Institutes
3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study
4. Explore early math intervention on both ends of the performance spectrum in primary grades.
5. Provide coaching to classroom teachers in support of implementation of differentiation/GATE. And review use of coaching time for Differentiation/Gate
6. Explore best practices and available resources for dually identified English learner/special education students
7. Review materials library and time for training and collaboration
8. Explore best practice in use of interest surveys

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<u>Amount</u> 1. \$10,000 2. \$18,000 3. \$9,000 4. None	1., 4., 5. 10,000 2. \$18,000 3,5. \$9,000 6-8 None	1., 4., 5. 10,000 2. \$18,000 3,5. \$9,000 6-8 None
<b>Source</b>	<u>Source</u> 1. PD & Stipend, Base LCFF 2. PD & Stipend, Base LCFF 3. Coaching, Base LCFF 4. None	1,4,5 Consultant, Base LCFF 2. PD, Base LCFF 3,5 . Coach, Base LCFF 6-8 None	1,4,5 Consultant, Base LCFF 2. PD, Base LCFF 3,5 . Coach, Base LCFF 6-8 None
<b>Budget Reference</b>	<u>Budget Reference</u> Stipend: Resource 0000; Object 1104 , 3XXX 3. Coaching: Resource 0000; Object 1112 , 3XXX PD: Resource 0000; Object 5250	1,4,5 Object 5000 2. PD, Object 1000, 3000 3,5 . Coach, Object 1000,3000 6-8 None	1,4,5 Object 5000 2. PD, Object 1000, 3000 3,5 . Coach, Object 1000,3000 6-8 None

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

### Identification and Access

1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students
2. All students receive instruction that provides for appropriate challenge
3. 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment
4. Explore differentiation via pre unit assessment and cluster grouping for math with K, 1<sup>st</sup>, 2<sup>nd</sup> Grade students
5. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study
6. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving
7. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support
8. 3<sup>rd</sup> through 8<sup>th</sup> grade students explore their individual identified interests through an interest survey

1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students
2. All students receive instruction that provides for appropriate challenge
3. 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment
  - a. Students will provide feedback of access to cluster and ability grouping
  - b. Assessment in mathematics by unit for differentiation purposes will be evaluated
  - c. K, 1<sup>st</sup> and 2<sup>nd</sup> grade students will receive opportunities to show mastery and be given challenge options in math
4. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study
5. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving. Review will be completed annually.
6. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support The SST process will be reviewed to allow proper access for all students.
7. 3<sup>rd</sup> through 8<sup>th</sup> grade students explore their individual identified interests through an interest survey

1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students
2. All students receive instruction that provides for appropriate challenge
3. 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment
  - a. Students will provide feedback of access to cluster and ability grouping
  - b. Assessment in mathematics by unit for differentiation purposes will be evaluated
  - c. K, 1<sup>st</sup> and 2<sup>nd</sup> grade students will receive opportunities to show mastery and be given challenge options in math
  - d. Review best practice in identification of primary grade students for differentiated math on both ends of the mastery spectrum
4. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study
5. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving. Review will be completed annually.
6. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support The SST process will be reviewed to allow proper access for all students.
7. 3<sup>rd</sup> through 8<sup>th</sup> grade students explore their individual identified interests through an interest survey. Conduct evaluation of open-ended and interest driven opportunities

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<p><u>Amount</u>                      1-4 None                      5. \$20,000                      6-8 None</p>	<p>1,2,3,6,7 No additional costs                      4,5 Differentiation Consultant                      \$10,000</p>	<p>1,2,3,6,7 No additional costs                      4,5 Differentiation Consultant                      \$10,000</p>
<b>Source</b>	<p><u>Source</u>                      1-4 None                      5. Instructional materials, Lottery                      6-8. None</p>	<p>1,2,3,6,7 No additional costs                      4,5 Base LCFF</p>	<p>1,2,3,6,7 No additional costs                      4,5 Base LCFF</p>
<b>Budget Reference</b>	<p><u>Budget Reference</u>                      5. Resource 1100,                      Object 4310</p>	<p>1,2,3,6,7 No additional costs                      4,5 Object 5811</p>	<p>1,2,3,6,7 No additional costs                      4,5 Object 5811</p>

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

## 2017-18 Actions/Services

### Program Development /Stakeholder Feedback

1. A TK-8<sup>th</sup> grade student interest survey given to help guide instructional experiences based on interest in some classes
2. Students given opportunity to provide input on program processes and structures via student council and student survey
3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development and student access to the SST process and high ability clusters and grouping
4. SSC/LCAP Advisory gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction
5. Survey results are used to make adjustments to goals

## 2018-19 Actions/Services

1. A TK-8<sup>th</sup> grade student interest survey given to help guide instructional experiences based on interest in some classes
2. Students given opportunity to provide input on program processes and structures via student council and student survey
3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development and student access to the SST process and high ability clusters and grouping
4. SSC/LCAP Advisory gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction
5. Survey results are used to make adjustments to goals
6. Research and development on interest driven, innovation/design activities
7. Depth and complexity use to expand to larger number of students

## 2019-20 Actions/Services

1. A TK-8<sup>th</sup> grade student interest survey given to help guide instructional experiences based on interest in some classes
2. Students given opportunity to provide input on program processes and structures via student council and student survey
3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development and student access to the SST process and high ability clusters and grouping
4. SSC/LCAP Advisory gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction
5. Survey results are used to make adjustments to goals
6. Research and development on interest driven, innovation/design activities
7. Depth and complexity use to expand to larger number of students

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
<b>Amount</b>	1-5. \$0 no additional costs	1-5. \$0 no additional costs 6 Design Committee Stipend \$5,000; Design Committee Leads \$7500 7 Differentiation Consultant-outlined in Goal 1. Action 2.4 above	1-5. \$0 no additional costs 6 Design Committee Stipend \$5,000; Design Committee Leads \$7500 7 Differentiation Consultant-outlined in Goal 1. Action 2.4 above
<b>Source</b>		6 LCFF Base Grant 7 Differentiation Consultant-outlined in Goal 1. Action 2.4 above	6 LCFF Base Grant 7 Differentiation Consultant-outlined in Goal 1. Action 2.4 above
<b>Budget Reference</b>		6 Object 1112,3000 7 Differentiation Consultant-outlined in Goal 1. Action 2.4 above	6 Object 1112,3000 7 Differentiation Consultant-outlined in Goal 1. Action 2.4 above

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

Modified Goal

## Goal 2

### English Language Development

All WESD English learner (EL) students will receive supports as outlined in their ILPs

### State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 7. Course Access

Local Priorities: Strategic Plan

## Identified Need:

Of the 32 students to take the CELDT during the 2016-17 school year 5 did not meet the EL reclassification criteria after five years of EL service in the district. Local priorities identify that students need timely CELDT assessment data to inform class placement and support services as well as to determine reclassification procedures. Based on students, staff and parent survey data EL students need a more systematized structure for support and progress monitoring. Therefore there is a need for increased focus and services to transition our students from EL status to reclassified. Families of English learner students need to be supported for full involvement in WESD.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>ELA achievement: Students scoring in the top two bands of CAASPP-ELA</b>	86% of all students 38% of English learners 67% of RFEP students 22 students are classified as current ELs based on CELDT scores 11 students were R'FED in 2016-17	<b>Target:</b> 88% of all students 40% of English learners 69% of RFEP students  2% increase in EL and RFEP performance on CAASPP ELA <b>Actual:</b>	90% of all students 42% of English learners 71% of RFEP students  2% increase in EL and RFEP performance on CAASPP ELA	92% of all students 44% of English learners 73% of RFEP students  2% increase in EL and RFEP performance on CAASPP ELA
<b>Math achievement: Students scoring in the top two bands of CAASPP-Math</b>	83% of all students 15% of English learners 67% of RFEP students	<b>Target:</b> 85% of all students 17% of English learners 69% of RFEP students <b>Actual:</b>	87% of all students 19% of English learners 71% of RFEP students	89% of all students 21% of English learners 73% of RFEP students
<b>English learner progress – CELDT/ELPAC 2% of EL's improving performance at least one level annually</b>	ELPAC assessment goals to be set summer 2018 54% of EL's made one level growth	CELDT no longer used for annual assessment 56% of EL's made one level growth	58% of EL's made one level growth	60% of EL's made one level growth
<b>English learner reclassification rate</b>	33% of ELs were reclassified as fluent	Reclassification process after ELPAC administered	37% of ELs were reclassified as fluent	39% of ELs were reclassified as fluent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		35% of ELs were reclassified as fluent		
<b>Parent engagement: outreach efforts % of parents of new Tinsley students attending orientation and parent education events throughout the year</b>	60% of Tinsley parents attend annual orientation	23 (26%) parents attended Tinsley orientation on August 22, 2017 3 parents attended outreach event December 2017	50% of Tinsley parents attend annual orientation	65% of Tinsley parents attend annual orientation

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	Limited to Unduplicated	All Schools
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## 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

Modified

Modified

Modified

### 2017-18 Actions/Services

#### Performance

1. EL students have access to CCSS aligned courses and curriculum
2. EL students are given clear performance goals for meeting/exceeding standards
3. IFEP and RFEP progress monitoring with student and families includes a mid-year check on ILP progress
4. ELD specialist and reading specialist ensure EL students receive ore intermittent support to instructional goals and be provided regular opportunities to show progress
5. Opportunities are structured for collaboration between classroom teachers and EL Specialist

### 2018-19 Actions/Services

1. EL students have access to CCSS aligned courses and curriculum
2. EL students are given clear performance goals for meeting/exceeding standards
3. IFEP and RFEP progress monitoring with student and families includes a mid-year check on ILP progress
4. ELD specialist and reading specialist ensure EL students receive ore intermittent support to instructional goals and be provided regular opportunities to show progress
5. Opportunities are structured for collaboration between classroom teachers and EL Specialist
6. Continue piloting performance prototypes for EL support garnered from Sequoia collaborative research
7. Analyze ELPAC data to determine instructional interventions for ELs

### 2019-20 Actions/Services

1. EL students have access to CCSS aligned courses and curriculum
2. EL students are given clear performance goals for meeting/exceeding standards
3. IFEP and RFEP progress monitoring with student and families includes a mid-year check on ILP progress
4. ELD specialist and reading specialist ensure EL students receive ore intermittent support to instructional goals and be provided regular opportunities to show progress
5. Opportunities are structured for collaboration between classroom teachers and EL Specialist
6. Continue piloting performance prototypes for EL support garnered from Sequoia collaborative research
7. Analyze ELPAC data to determine instructional interventions for ELs
8. Implement performance prototypes for EL support garnered from Sequoia collaborative research

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
<b>Amount</b>	1-5 No Cost 4. \$64,290; \$87,808	1,2,3,5 No Cost 4. \$74,460; 88,142 6 Sequoia Committee \$5,000 7 DELAC committee stipend \$5,000	1,2,3,5 No Cost 4. \$76,910; \$90,181 6 Sequoia Committee \$5,000 7 DELAC committee stipend \$5,000 8 No cost
<b>Source</b>	4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF	4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF 6., 7. Committee Stipends Base LCFF	4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF 6, 7. Committee stipends Base LCFF
<b>Budget Reference</b>	Resource 0000; Object 1100	4 Object 1100, 3000 6, 7, object 1112, 3000	4 Staff Object 1100, 3000 6, 7. Stipends, Object 1112, 3000

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth and Low Income	Limited to Unduplicated	All Schools
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**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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Program Development /Stakeholder Feedback

1. Classroom teachers progress monitor IFEP and RFEP students
2. IFEP and RFEP student progress monitoring will include weekly resource support in math and ELA.
3. ELD specialist and EL support provider provide additional support in a small group setting to focus on specific instructional goals in ELA and Math
4. ELD specialist provides teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom
5. EI support provider meets monthly with grade-level teams for consultation and work with students using the UC Berkeley/Berkeley Unified SD vocabulary lists and strategies
6. EL program feedback gathered via student, staff and parent surveys as well as through program review by DELAC and SSC
7. DELAC with input from students staff and other parents establishes annual outcomes
8. DELAC reviews progress made toward goals
9. Outreach to parents of EL students includes pre-year orientation and parent education events throughout the year
10. Translation services provided to support parent participation. Transportation provided to Tinsley students to ensure attendance is maintained per Goal 1.

1. IFEP and RFEP student progress monitoring will include weekly resource support in math and ELA
2. Explore how growth mindset can support EL students and staff
3. ELD specialist provides teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom
4. EI support provider meets monthly with grade-level teams for consultation and work with students using the UC Berkeley/Berkeley Unified SD vocabulary lists and strategies
5. EL program feedback gathered via student, staff and parent surveys as well as through program review by DELAC and SSC
6. DELAC with input from students staff and other parents establishes annual outcomes
7. DELAC reviews progress made toward goals
8. Outreach to parents of EL students includes pre-year orientation and parent education events throughout the year. Expand outreach for those new to the district to include pre-academic activities, games and resources to support readiness.
9. Translation services provided to support parent participation. Transportation provided to Tinsley students to ensure attendance is maintained per Goal 1.
10. Sequoia EL research project outcomes to include program improvements

1. IFEP and RFEP student progress monitoring will include weekly resource support in math and ELA
2. Explore how growth mindset can support EL students and staff
3. ELD specialist provides teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom
4. EI support provider meets monthly with grade-level teams for consultation and work with students using the UC Berkeley/Berkeley Unified SD vocabulary lists and strategies
5. EL program feedback gathered via student, staff and parent surveys as well as through program review by DELAC and SSC
6. DELAC with input from students staff and other parents establishes annual outcomes
7. DELAC reviews progress made toward goals
8. Outreach to parents of EL students includes pre-year orientation and parent education events throughout the year. Expand outreach for those new to the district to include pre-academic activities, games and resources to support readiness.
9. Translation services provided to support parent participation. Transportation provided to Tinsley students to ensure attendance is maintained per Goal 1.
10. Sequoia EL research project outcomes to include program improvements Explore potential partnerships with Stanford/Sequoia Collaborative and Silicon Valley Community Foundation to support mindset work

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<u>Amount</u> 1-6: Cost covered in action 1 above 7-8. \$5000 9. \$10,000 10. \$60,000	1-7 Cost covered in action 1 above 8,10. \$15,000 9. \$60,000 Transportation \$20,000 translation and Para support on the bus	1-7 Cost covered in action 1 above 8,10. \$15,000 9. \$60,000 Transportation \$20,000 translation and Para support on the bus
<b>Source</b>	<u>Source</u> 7-8 DELAC Committee Stipend Base LCFF 9. 25% Part Time Tinsley/Outreach support; S 10. Transportation, Base LCFF	8,10 Committee Stipends and events and program improvements; Base LCFF 9. \$20,000 50% Part Time Tinsley/Outreach/Translation support (Including support on the bus); Supplemental LCFF; \$60,000 Transportation Base LCFF	8,10 Committee Stipends and events and program improvements; Base LCFF 9. 50% Part Time Tinsley/Outreach/Translation support (Including support on the bus); Supplemental LCFF; Base LCFF
<b>Budget Reference</b>	<u>Budget Reference</u> 7-8 Resource 0000; Object 1104 9. Resource 0000; Object 2400 10. Resource 0000; Object 5XXX	8,10 Object 1104, 5899, 3000 9. Object 2400, 3000 9. Object 5862	8,10 Object 1104, 5899, 3000 9. Object 2400, 3000 9. Object 5862

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):



OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth and Low Income	Limited to Unduplicated	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
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p><u>Instructional Materials and Opportunity</u></p> <ol style="list-style-type: none"> <li>Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate range (Priority #4)</li> <li>Provided opportunities for dually identified students to participate in SST for differentiation opportunities</li> <li>Reviewed push in/pull out time use and performance indicators.</li> <li>Student services team to review measures of current curriculum and materials against current and future needs.</li> <li>DELAC will review access for ELS to all aspects of the WESD program</li> </ol>	<ol style="list-style-type: none"> <li>Provide opportunities for dually identified students to participate in SST for differentiation opportunities</li> <li>Review push in/pull out time use and performance indicators via student, staff and parent survey and ELD team meeting review</li> <li>DELAC reviews access for ELS to all aspects of the WESD program</li> <li>Measure outcomes using instructional materials and outreach opportunities</li> <li>Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. (Priority #4)</li> <li>Review curriculum for academic vocabulary focus</li> </ol>	<ol style="list-style-type: none"> <li>Provide opportunities for dually identified students to participate in SST for differentiation opportunities</li> <li>Review push in/pull out time use and performance indicators via student, staff and parent survey and ELD team meeting review</li> <li>DELAC reviews access for ELS to all aspects of the WESD program</li> <li>Measure outcomes using instructional materials and outreach opportunities</li> <li>Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. (Priority #4)</li> <li>Review curriculum for academic vocabulary focus</li> <li>Use outreach structures for social support of EL students to build social capital</li> </ol>

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1 \$10,000 2-5 None	1-2 None 3. DELAC Cost covered above in goal 2 Action 2 4, 6. None 5. Materials \$10,000	1-2 None 3. DELAC Cost covered above in goal 2 Action 2 4, 6. None 5. Materials \$10,000 7. Staff Included in Action 1.
<b>Source</b>	Instructional Materials, Base LCFF	5 Materials, \$2366 Title III; \$7634 Base LCFF	5 Materials, \$2366 Title III; \$7634 Base LCFF
<b>Budget Reference</b>	Resource 0000; Object 4310	5 Object 4310	5 Object 4310;

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

Modified Goal

## Goal 3

WESD Middle School students will receive instruction in a newly designed Middle School program, providing opportunities for in-depth study in key subject areas.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Pupil Achievement 6. School Climate 7. Course Access  
Local Priorities: Strategic Plan

## Identified Need:

Based on a 2017 survey of students, staff and parents, MS courses/instruction needs to better align instructional objectives and provide for more communication across subject areas. Students need regular opportunity for in-depth study in all academic subject areas as well as access to CCSS aligned mathematics instruction and opportunities for extended course access in mathematics.

2016-17 SSC and strategic plan program reviews of MS science indicates the need for integration of NGSS in MS with existing Science resources.

2016-17 SSC and strategic plan program review indicates the need for training and implementation of MS reading units of study.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>ELA Achievement: MS students scoring in the top two bands of CAASPP-ELA</b>	6 <sup>th</sup> Grade 74% 7 <sup>th</sup> Grade 94% 8 <sup>th</sup> Grade 90%	6 <sup>th</sup> Grade 79% 7 <sup>th</sup> Grade 96% 8 <sup>th</sup> Grade 90%	6 <sup>th</sup> Grade 81% 7 <sup>th</sup> Grade 98% 8 <sup>th</sup> Grade 90%	6 <sup>th</sup> Grade 83% 7 <sup>th</sup> Grade Greater than or equal to 98% 8 <sup>th</sup> Grade 90%
<b>Math Achievement: MS students scoring in the top two bands of CAASPP-Math</b>	6 <sup>th</sup> Grade 74% 7 <sup>th</sup> Grade 94% 8 <sup>th</sup> Grade 76%	6 <sup>th</sup> Grade 76% 7 <sup>th</sup> Grade 96% 8 <sup>th</sup> Grade 78%	6 <sup>th</sup> Grade 78% 7 <sup>th</sup> Grade 98% 8 <sup>th</sup> Grade 80%	6 <sup>th</sup> Grade 80% 7 <sup>th</sup> Grade Greater than or equal to 98% 8 <sup>th</sup> Grade 82%
<b>Middle School Dropout Rate</b>	0%	≤ 1% 0 drop outs	≤ 1%	≤ 1%
<b>School Climate Survey: MS campus is viewed as both physically and emotionally safe</b>	90% students and parents	≥ 92%  84% of parents somewhat or strongly agree that the campus is safe  98% of students somewhat or strongly agree that the campus is safe	At or above 93%	At or above 94%

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services:** Compliance

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

Modified

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

## 2017-18 Actions/Services

### Design Integration

1. Teachers will continue to receive annual professional development in design theory and integration
2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.
3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work.
4. All 8<sup>th</sup> grade students will use design thinking protocol to complete a cross-curricular exit project.
5. All 7<sup>th</sup> grade students will use design thinking protocol to complete an environment focused, cross curricular project
6. 6<sup>th</sup> grade will establish a design thinking based project
7. Students will receive feedback regarding their progress toward design thinking outcomes.
8. Parents and teacher will provide feedback on design integration at the middle school level.

## 2018-19 Actions/Services

1. Teachers will continue to receive annual professional development in design theory and integration
2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.
3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work.
4. All 8<sup>th</sup> grade students will use design thinking protocol to complete a cross-curricular exit project.
5. All 7<sup>th</sup> grade students will use design thinking protocol to complete an environment focused, cross curricular project
6. 6<sup>th</sup> grade will establish a design thinking based project
7. Students will receive feedback regarding their progress toward design thinking outcomes.
8. Parents and teachers will provide feedback on design integration at the middle school level.
9. Additional open ended design challenges to be offered
10. Exploration of design outreach to other middle schools
11. Draft design instructional outcomes

## 2019-20 Actions/Services

1. Teachers will continue to receive annual professional development in design theory and integration
2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.
3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work.
4. All 8<sup>th</sup> grade students will use design thinking protocol to complete a cross-curricular exit project.
5. All 7<sup>th</sup> grade students will use design thinking protocol to complete an environment focused, cross curricular project
6. 6<sup>th</sup> grade will establish a design thinking based project
7. Students will receive feedback regarding their progress toward design thinking outcomes.
8. Parents and teachers will provide feedback on design integration at the middle school level.
9. Additional open ended design challenges to be offered
10. Exploration of design outreach to other middle schools
11. Draft design instructional outcomes
12. Publish design instructional outcomes

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. \$10,000 2-6. \$7,500 7-8. \$5,000	1 \$10,000 2-7 As outlined in Goal 1 Action 3 8-11. As Outlined in Goal 1 Action 3	1. \$10,000 2-7 As outlined in Goal 1 Action 3 8-11. As Outlined in Goal 1 Action 3
<b>Source</b>	1. PD Design: Base LCFF 2-6. Design Lead Stipend; Base LCFF 7-8. Design Committee Stipend; Base LCFF	1. PD Design: Base LCFF 2-11. As Outlined in Goal 1 Action 3	1. PD Design: Base LCFF 2-11. As Outlined in Goal 1 Action 3
<b>Budget Reference</b>	1. Resource 0000; Object 5250 2-6 Resource 0000; Object 1104 7-8 Resource 0000; Object 1104.	1. Object 5250 2-11. As Outlined in Goal 1 Action 3	1. Object 5250 2-11. As Outlined in Goal 1 Action 3

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Modified

### 2017-18 Actions/Services

#### Program Development and Stakeholder Feedback

1. The SSC/LCAP Advisory through staff feedback, specifically informed by MS review and Design Committee review, will establish annual outcomes.
2. All students, include English Learners, Low income and Foster Youth, benefit from a well-coordinated, coherent MS program
3. Teachers worked toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress.
4. CCSS is 100% integrated and design connections with CCSSs are leveraged.
5. Students benefit from connections and support with community institutions and members.
6. Communicate the Woodside Middle School advantage to the larger educational community.
7. Maintain an alumni Facebook page.
8. Leverage social media to celebrate and communicate MS program successes
9. Parental feedback continues to be considered via SSC/LCAP Advisory, PTA the Board and surveys.

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

Modified

### 2018-19 Actions/Services

1. The Design Committee with design consultant will establish draft instructional annual outcomes.
2. All students, include English Learners, Low income and Foster Youth, benefit from a well-coordinated, coherent MS program
3. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress.
4. CCSS is 100% integrated and design connections with CCSSs are leveraged.
5. Students benefit from connections and support with community institutions and members.
6. We continue to communicate the Woodside Middle School advantage to the larger educational community.
7. We maintain social media accounts to celebrate and communicate MS program successes and maintain alumni facebook page.
8. Parental feedback continues to be considered via SSC/LCAP committee and survey process
9. Leverage greater community resources to support Middle School programs such as design challenges and science fair

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

Modified

### 2019-20 Actions/Services

1. The Design Committee with design consultant will establish draft instructional annual outcomes.
2. All students, include English Learners, Low income and Foster Youth, benefit from a well-coordinated, coherent MS program
3. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress.
4. CCSS is 100% integrated and design connections with CCSSs are leveraged.
5. Students benefit from connections and support with community institutions and members.
6. We continue to communicate the Woodside Middle School advantage to the larger educational community.
7. We maintain social media accounts to celebrate and communicate MS program successes and maintain alumni facebook page and track WESD alumni via website
8. Parental feedback continues to be considered via SSC/LCAP committee and survey process
9. Leverage greater community resources to support Middle School programs such as design challenges and science fair

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1 \$5000 2-3 None 4. \$10,000 5-9 None	1 \$5000 2-3 None 4. \$10,000 5-9 None	1 \$5000 2-3 None 4. \$10,000 5-9 None
<b>Source</b>	1. SSC, Design Committee Stipends, Base LCFF 2-3 None 4. Design Instructional Materials, Lottery 5-9 None	1. SSC, Design Committee Stipends, Base LCFF 2-3 None 4. Design Instructional Materials, Lottery 5-9 None	1. SSC, Design Committee Stipends, Base LCFF 2-3 None 4. Design Instructional Materials, Lottery 5-9 None
<b>Budget Reference</b>	1. Resource 0000; Object 1104, 3000 2-3 None 4. Resource 1100; object 4310 5-9 None	1. Object 1104, 3000 2-3 None 4. object 4310 5-9 None	1. Object 1104, 3000 2-3 None 4. object 4310 5-9 None

**Action 3**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**CCSS Alignment, Climate and State Priorities

1. All students receive CCSS aligned instruction in ELA, math and science
2. MS ELA teachers will implement on Reading Units of Study- dystopian fiction at 7<sup>th</sup> grade.
3. MS Science teachers will integrate NGSS with existing science resources.
4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.
5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST

**2018-19 Actions/Services**

1. All students receive CCSS aligned instruction in ELA, math and science
2. MS ELA teachers will implement on Reading Units of Study- dystopian fiction at 7<sup>th</sup> grade.
3. MS Science teachers will integrate NGSS with existing science resources.
4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.
5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST
6. Social Studies teachers will review new standards blueprints and materials for adoption

**2019-20 Actions/Services**

1. All students receive CCSS aligned instruction in ELA, math and science
2. MS ELA teachers will implement on Reading Units of Study- dystopian fiction at 7<sup>th</sup> grade.
3. MS Science teachers will integrate NGSS with existing science resources.
4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.
5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST
6. Social Studies teachers will pilot new standards aligned curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. None 2. \$10,000 3. None 4. \$15,000 5. None	1. None 2. \$10,000 3. \$20,000 4. \$10,000 5. None 6. None	1. None 2. \$10,000 3. None 4. \$10,000 5. None 6. \$20,000
<b>Source</b>	1. None 2. Units of Study, Lottery, 3. None 4. SEL, Local Donations 5. None	1. None 2. Units of Study, Lottery, 3. NGSS Science Lottery 4. SEL, Local Donations 5. None 6. None	1. None 2. Units of Study, Lottery, 3. None 4. SEL, Local Donations 5. None 6. Instructional Materials; Lottery
<b>Budget Reference</b>	1. None 2. Resource 1100; object 4310 3. None 4. Resource 9020; object, 1100, 5811 5. None	1. None 2. object 4310 3. object 4310 4. object, 1100, 5811 5. None 6. None	1. None 2. object 4310 3. None 4. object, 1100, 5811 5. None 6. Object 4310

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

Modified Goal

## Goal 4

WESD students will have increased access to design thinking integrated curriculum and stand-alone curriculum.

All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences.

**State and/or Local Priorities addressed by this goal:**

State Priorities: 3. Parental Involvement 5. Pupil Engagement

Local Priorities: Strategic Plan

**Identified Need:**

The 2017 student, staff and parent survey shows students need opportunities to engage in instructional experiences that utilize design-thinking protocol in order to benefit from the open-ended problem solving, empathy driven aspects of cross curricular and in-depth study of key subject areas.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>Experiences: All students will have design thinking integrated instructional experiences in order to fully utilize design thinking strategies to problem solve</b></p>	<p>1. 3 integrated lessons per grade level with one year long integrated project in 7<sup>th</sup> and 8<sup>th</sup></p>	<p><b>Target:</b> 1. 8-12 skill building lessons 2. 1 integrated project per grade level</p> <p><b>Actual:</b> 1. 8-12 skill building lessons 2. 1 integrated project per grade level</p>	<p>1. 8-12 skill building lessons 2. 1 integrated project per grade level</p>	<p>1. 8-12 skill building lessons 2. 1 integrated project per grade level</p>
<p><b>Community Partnership via parent survey</b></p>	<p>Baseline established in 2017-18 at 29% participation rate</p>	<p><b>Target:</b> Established now</p> <p><b>Actual:</b> 29%</p>	<p>40% participation in parent survey</p>	<p>50% participation in parent survey</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Program development and stakeholder feedback	Baseline established in 2017-18 for student and staff survey participation Student : 76% Staff: 62% participation	<b>Target:</b> Established now  <b>Actual:</b> Student : 76% Staff: 62% participation	<b>Target:</b> Established now  <b>Actual:</b> Student : 81% Staff: 67% participation	<b>Target:</b> Established now  <b>Actual:</b> Student : 86% Staff: 72% participation

## 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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

#### Professional Development

1. All staff will continue to receive design training at during the summer and school year via design consultant, and attendance at Nueva institutes
2. The Design Committee will continue to provide training at least twice a year
3. Attendance at Nueva Innovation and/or D school Summer Institutes is made available to all teachers..
4. Expand training for higher-level program development and integration into the classroom experience.
- 5.. Explore and secure more specialized training provided by D School or Nueva Staff.
6. Each grade span (Tk-2, 3-5, MS) will pilot a teacher leader in design who will assist grade-level teams find natural design integration opportunities.
7. Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team.

### 2018-19 Actions/Services

1. All staff will continue to receive design training at during the summer and school year via design consultant, and attendance at Nueva institutes
2. The Design Committee will continue to provide training at least twice a year
3. Attendance at Nueva Innovation and/or D school Summer Institutes is made available to all teachers..
4. Expand training for higher-level program development and integration into the classroom experience.
- 5.. Explore and secure more specialized training provided by D School or Nueva Staff.
6. Each grade span (Tk-2, 3-5, MS) will pilot a teacher leader in design who will assist grade-level teams find natural design integration opportunities.
7. Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team.
8. Consider opening our program's best practices to the greater educational community.
9. Collect community input regarding expert designer value add.

### 2019-20 Actions/Services

1. All staff will continue to receive design training at during the summer and school year via design consultant, and attendance at Nueva institutes
2. The Design Committee will continue to provide training at least twice a year
3. Attendance at Nueva Innovation and/or D school Summer Institutes is made available to all teachers..
4. Expand training for higher-level program development and integration into the classroom experience.
- 5.. Explore and secure more specialized training provided by D School or Nueva Staff.
6. Each grade span (Tk-2, 3-5, MS) will pilot a teacher leader in design who will assist grade-level teams find natural design integration opportunities.
7. Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team.
8. Consider opening our program's best practices to the greater educational community.
9. Collect community input regarding expert designer value add.
10. Explore providing institute training to others

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1,3,4,5. \$10,000 6.\$7500 7.\$10,000;	1,3,4,5. \$10,000 2, 6. \$12500 Covered Above in Goal 3.Action 1 7. \$30,000 8,9 None	1,3,4,5. \$10,000 2,6,8,9,10.\$12500 Covered Above 7.Covered in Goal 3.Action 1 above 8. None
<b>Source</b>	1,3,4,5. Professional Development, LCFF Base 6.Instructional Lead LCFF Base 7. Equipment Instructional materials, Lottery Local Donations	1,3,4,5. Professional Development, LCFF Base 2, 6,8,9 Instructional Lead & Design Committee LCFF Base 7. Equipment Instructional materials, Lottery Local Donations	1,3,4,5. Professional Development, LCFF Base 2, 6,8,9, 10 Instructional Lead & Design Committee LCFF Base 7. Equipment Instructional materials, Lottery
<b>Budget Reference</b>	1,3,4,5. Resource 0000; Object 5250 6. Resource 0000; Object 1104 7. Resource 1100; Object 4310	1, 3,4,5. Object 5250 2, 6,8,9 Object 1104, 3000 7. Object 4310	1, 3,4,5. Object 5250 2, 6,8,9,10. Object 1104, 3000 7. Object 4310

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

**2017-18 Actions/Services****Community Partnership**

1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program.
2. The design committee will consider ways to enlist community members in the offering of open-ended design challenges.
3. The design committee will consider community outreach to other school systems to share best practices such as assessments.

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

Modified

**2018-19 Actions/Services**

1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program
2. The Design Committee will consider ways to enlist community members in the offering of open-ended design challenges
3. The Design Committee will consider community outreach to other school systems to share best practices such as assessment.

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

Modified

**2019-20 Actions/Services**

1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program
2. The Design Committee will consider ways to enlist community members in the offering of open-ended design challenges
3. The Design Committee will consider community outreach to other school systems to share best practices such as assessment.
4. Consider the establishment of design institute with community support.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<u>Amount</u> 1.. None 2.. \$5000 3. Same as Above	1-3 .Design Committee Same as above in Goal 3 Action 1	1-4.Design Committee Same as above Goal 3 Action 1
<b>Source</b>	<u>Source</u> 1.. None 2. Base LCFF, Design Committee 3.. Same as Above	1-3.Design Committee Same as above Goal 3 Action 1	1-4.Design Committee Same as above Goal 3 Action 1
<b>Budget Reference</b>	<u>Budget Reference</u> 1.. None 2. Resource 0000; Object 1104 3.. Same as Above	1-3.Design Committee Same as above Goal 3 Action 1	1-4.Design Committee Same as above Goal 3 Action 1

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

**2017-18 Actions/Services**Program Development and Stakeholder Feedback

1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes.
2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students.
3. The Design Committee, in conjunction with the MS team, established a 6<sup>th</sup> grade design project.
4. The Design Committee will explore ways to incorporate more opportunities to have open-ended design challenges

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

Modified

**2018-19 Actions/Services**

1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes.
2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students.
3. The Design Committee, in conjunction with the MS team, established a 6<sup>th</sup> grade design project.
4. The Design Committee will explore ways to incorporate more opportunities to have open-ended design challenges

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

Modified

**2019-20 Actions/Services**

1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes.
2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students.
3. The Design Committee, in conjunction with the MS team, established a 6<sup>th</sup> grade design project.
4. The Design Committee will explore ways to incorporate more opportunities to have open-ended design challenges
5. Conduct six year review of design program, instructional benefit to students and teacher mindset.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	1 -4 \$5000	1 Design Committee Same as above in Goal 3 Action 1	1-5 Design Committee Same as above in Goal 3 Action 1
<b>Source</b>	1-4. Base LCFF, Design Committee	1.-4Design Committee Same as above in Goal 3 Action 1	1 -5 Design Committee Same as above in Goal 3 Action 1
<b>Budget Reference</b>	1-4. Resource 0000; Object 1104. Object 3000-3699	1 -4 Design Committee Same as above in Goal 3 Action 1	1 -5 Design Committee Same as above in Goal 3 Action 1

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

Modified Goal

## Goal 5

WESD students will have increased access to CCSS aligned instructional experiences in key subject matter including Science and History/Social Science.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 3. Parental Involvement 4. Pupil Achievement 7. Course Access

Local Priorities: Strategic Plan

### Identified Need:

Students need continued explicit instruction that is CCSS aligned in ELA and Math as well as exposure to NGSS and History/Social Science Curriculum.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Teacher Assignment</b>	100% of classroom teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be appropriately assigned and fully credentialed.	100% of teachers will be appropriately assigned and fully credentialed.	100% of teachers will be appropriately assigned and fully credentialed.
<b>School Facilities</b>	Maintained and in good repair with FIT Score of 98.02%/100%	FIT Score $\geq$ 96% 91.6 FIT score 2017-18	FIT Score $\geq$ 96%	FIT Score $\geq$ 96%
<b>Instructional Materials</b>	100% of students have access to CCSS aligned and adopted instructional	100% of students have access to CCSS aligned and adopted instructional materials.	100% of students have access to CCSS aligned and adopted instructional materials.	100% of students have access to CCSS aligned and adopted instructional materials.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	materials.			
<b>Science Achievement: Students scoring in the top two bands of CAASPP-Science</b>	Baseline will be determined in 2017-2018	Baseline data delayed a year. Achievement targets will be determined once baseline is set	Baseline data delayed a year. Achievement targets will be determined once baseline is set in 2019-20	Achievement targets will be determined once baseline is set
<b>Student Performance Structure: Collection of annual ILP, 504, IEP and SST</b>	Baseline is 100% of students without an IEP, who scored below standard on CAASPP to be identified for an individualized learning plan.	100% of students without an IEP, who scored below standard on CAASPP to be identified for an individualized learning plan.	100% of all students, including those with an IEP to be identified for a learning plan	100% of all students, including those with an IEP to be identified for a learning plan

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

1. All teachers will be fully credentialed and appropriately assigned.
2. Provide a Beginning Teacher Support and Assistance program for newly hired teachers.
3. Facilities will support the instructional program and be maintained in good repair by 1.0 FTE maintenance staff and 2.0 FTE custodial staff.
4. All students will have access to locally adopted and approved CCSS aligned instructional materials.

**2018-19 Actions/Services**

1. All teachers will be fully credentialed and appropriately assigned.
2. Provide a Beginning Teacher Support and Assistance program for newly hired teachers.
3. Facilities will support the instructional program and be maintained in good repair by 1.0 FTE maintenance staff and 2.0 FTE custodial staff.
4. All students will have access to locally adopted and approved CCSS aligned instructional materials.

**2019-20 Actions/Services**

1. All teachers will be fully credentialed and appropriately assigned.
2. Provide a Beginning Teacher Support and Assistance program for newly hired teachers.
3. Facilities will support the instructional program and be maintained in good repair by 1.0 FTE maintenance staff and 2.0 FTE custodial staff.
4. All students will have access to locally adopted and approved CCSS aligned instructional materials.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. \$5,163,130 2. \$9,500 3. \$248,807 4. \$40,000	1. \$6,017,173 2. \$9,500 3. \$358,996 4. \$40,000	1. \$6,268,610 2. \$9,500 3. \$378,326 4. \$40,000

Year	2017-18	2018-19	2019-20
<b>Source</b>	1. Highly Credentialed Teachers Base Salary, Base LCFF 2. BTSA Stipend, Base LCFF 3. Facilities staff, Base LCFF 4. Instructional Materials, Lottery	1. Highly Credentialed Teachers Base Salary, Base LCFF 2. BTSA Stipend, Base LCFF 3. Facilities staff, Base LCFF 4. Instructional Materials, Lottery	1. Highly Credentialed Teachers Base Salary, Base LCFF 2. BTSA Stipend, Base LCFF 3. Facilities staff, Base LCFF 4. Instructional Materials, Lottery
<b>Budget Reference</b>	1. Resource 0000; Object 1100, object 3000-3699 2. Resource 0000; Object 1104 3. Resource 0000; Object 2240, 3000-3699 4. Resource 1100; Object 4310	1. Object 1100, object 3000-3602 2. Object 1104 3. Object 2240, 3000-3602 4. Object 4310	1. Object 1100, object 3000-3602 2. Object 1104 3. Object 2240, 3000-3602 4. Object 4310

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## 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

Modified

Modified

Modified

### 2017-18 Actions/Services

#### NGSS Implementation and Alignment

1. All students will have full access to NGSS aligned instructional materials.
2. New NGSS materials will be chosen for the Middle School.
3. TK-5 science will be supported by NGSS aligned FOSS Kits, Zspace technology/ curriculum and design thinking activities.
4. Through the SSC and Board reports, parents will be asked to provide input on the proposed science materials.
5. Performance standards will be set for NGSS.

### 2018-19 Actions/Services

1. All students will have full access to NGSS aligned instructional materials.
2. New NGSS materials were chosen for the Middle School.
3. TK-5 science will be supported by NGSS aligned FOSS Kits, Zspace technology/ curriculum and design thinking activities.
4. Through the SSC and Board reports, parents were asked to provide input on the proposed science materials.
5. Continue setting Performance standards for NGSS.
6. Continue to Analyze coordination between state mandated assessments and local assessments.
7. NGSS MS materials will be introduced

### 2019-20 Actions/Services

1. All students will have full access to Social Studies aligned instructional materials.
2. New Social Studies materials will be chosen for the Middle School.
3. TK-5 Social Studies will continue to be supported by technology/ curriculum and design thinking activities.
4. Through the SSC and Board reports, parents will be asked to provide input on the proposed social studies materials.
5. Performance standards will be set for Social Studies.
6. Continue to Analyze coordination between state mandated assessments and local assessments.
7. Social Studies materials will be introduced

## Budgeted Expenditures

Year

**2017-18**

**2018-19**

**2019-20**

Amount

1. \$40,000 (All Instructional Materials)
2. \$12,000 (New Science Materials)
3. \$17,000 (ZSpace)
- 4-5. None

- 1,2,7 Outlined above in Goal 3 Action 3
3. \$17,000 (ZSpace & Foss Kits)
- 4-6. None

- 1,2,3,7 Outlined in Goal 3 Action 3 above
- 4-6. None

Year	2017-18	2018-19	2019-20
<b>Source</b>	1. Instructional Materials, Lottery 2. Instructional Materials, Lottery 3. Instructional Materials, Lottery 4-5. None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6. None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6. None
<b>Budget Reference</b>	1. Resource 1100; Object 4310 2. Resource 1100; Object 4310 3. Resource 1100; Object 4310 4-5 None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6 None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6 None

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**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

Modified

Unchanged

Modified

**2017-18 Actions/Services**

Instructional Objectives CCSS Aligned

1. Woodside Instructional Objectives will outline the instructional program in Reading and Writing for all students at each grade level.
2. Outcomes will be measured by instructional program description including materials used as well as goals set for the general and subgroup populations.

**2018-19 Actions/Services**

1. Woodside Instructional Objectives will outline the instructional program in Reading and Writing for all students at each grade level.
2. Outcomes will be measured by evaluation of local and State assessment goals.

**2019-20 Actions/Services**

1. Outcomes will be measured by evaluation of local and State assessment goals.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. None 2. None	1. None 2. None	1. None
<b>Source</b>			
<b>Budget Reference</b>			

## Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

**2017-18 Actions/Services**

1. Student Services team will ensure full access to NGSS for students with disabilities
2. Parental involvement for SWD will monitor access to design/science integration

**2018-19 Actions/Services**

- 1 Student Services team will ensure full access to NGSS for students with disabilities
- 2 Parental involvement will monitor access to design/science integration

**2019-20 Actions/Services**

- 1 Student Services team will ensure full access to NGSS for students with disabilities
- 2 Parental involvement will monitor access to design/science integration

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	1. None 2. None	1. None 2. None	1. None 2. None
<b>Source</b>			
<b>Budget Reference</b>			

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
EL students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools
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**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]
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**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]
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**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
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**Actions/Services**

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

Modified
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2017-18 Actions/Services

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

Modified
----------

2018-19 Actions/Services

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

Modified
----------

2019-20 Actions/Services

## 2017-18 Actions/Services

### Student Performance Support Structure

1. Conduct annual review of individual plans for students outside of EL and Special Education who are performing below grade level in reading, writing and/or math.
2. Wrap around services will be available for any student of need should our student population change to include foster or homeless youth. These service plans ensure 100% access to required course content and curriculum.
3. Record keeping on intervention meeting outcomes and program monitoring will be consistent

## 2018-19 Actions/Services

1. Articulation of student performance in key areas will be conducted annually and be the focus of one Board retreat. Administration to meet with every family and intervention plans were established
2. Wrap around services will continue to be made available for any student of need including all students with disabilities and should our student population change to include foster or homeless youth. These service plans ensure 100% access to required course content and curriculum.
3. Record keeping on intervention meeting outcomes and program monitoring is consistent.
4. Long term analysis of EL performance in Stanford/Sequoia EL research.

## 2019-20 Actions/Services

1. Conducted annual review of individual plans for students outside of EL and Special Education who are performing below grade level in reading, writing and/or math. Administration to meet with every family and intervention plans established. Articulation of student performance in key areas will be conducted annually
2. Wrap around services made available for any student of need including all students with disabilities and should our student population change to include foster or homeless youth. These service plans ensure 100% access to required course content and curriculum.
3. Record keeping on intervention meeting outcomes and program monitoring is consistent.
4. Long term analysis of EL performance in Stanford/Sequoia EL research

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-3 None	1. Administration 7.5% of time spent for weekly IEP meetings \$37,500 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2	1. Administration 7.5% of time spent for weekly IEP meetings \$38,500 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2

Year	2017-18	2018-19	2019-20
<b>Source</b>	1-3 None	1. Base LCFF 2-3 None 4 Sequoia EL Research outlined above in Goal 2 Action 2	1. Base LCFF 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2
<b>Budget Reference</b>	1-3 None	1. Object 1000-3699 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2	1. Object 1000-3699 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 73455

2.33 %

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).

**For 18-19 our supplemental grant funding is estimated at \$73455 which is a 2.33% Increase from 17-18.** This is based on an unduplicated student count of 50 students and a ratio of 12% of the total student population. We anticipate that our dedicated services to the unduplicated students will exceed this amount by approximately \$99,425 for our transportation, EL specialist, reading specialist and Spanish speaking receptionist.

Our low SES students are closely aligned with our EL students and we use EL as a proxy for our low SES students. Increased resources have been assigned to support the goals for increased student performance for EL's through the purchase of EL curriculum in 2017-18 and the additional of an EL teacher stipend to encourage teacher leaders in the DELAC and parent engagement. Additionally we have hired a part time Spanish speaking receptionist to help support communication with our Spanish speaking parents. These are anticipated to continue in 18-19 and beyond.

Woodside has a small population of unduplicated students and a robust base program that offers differentiated instruction for all students and a broad range of courses to engage all students. Typical strategies that would often serve unduplicated students including TK, low class size, differentiation, coaching, professional development and robust course offerings and enrichment are strategies that are used for all students and are considered our base program. Services directed to our unduplicated students include transportation, a push in and pull out program staffed by our EL specialist and our reading specialist, professional development for staff serving our unduplicated students and outreach programs and targeted communication. These programs have not changed year to year but the staffing costs have increased over the past year and have increased our cost of providing services to our unduplicated students. Over the past year, we have continued to provide the targeted services highlighted above and have expanded our communication and outreach by translating key documents into Spanish and hiring bilingual office staff to improve daily communication. This has allowed us to improve our parent education outreach and 1:1 parent support for all of our services. By funding these dedicated programs we are supporting our overall goals of Gate, Student Achievement, Design Thinking, Improved School Climate and Culture in the Middle School and the full implementation of CCSS. With these goals we are seeing improved student achievement and improved student engagement and parent engagement. Alignment of services, articulation, stakeholder outreach and increased communication, specifically with our Tinsely population will directly support our low income, EL and foster youth.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 68,851

Percentage to Increase or Improve Services:

2.32 %

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](#)).

For 17-18 our supplemental grant funding is estimated at \$68,851 which is a 2.32% Increase from 16-17. The additional services are increased salaries to maintain the dedicated EL and reading specialist staff despite the declining numbers of EL students. This is based on an unduplicated student count of 48 students and a ratio of 11% of the total student population. We anticipate that our dedicated services to the unduplicated students will exceed this amount by approximately \$100,000.

Our low SES students are closely aligned with our EL students and we use EL as a proxy for our low SES students. Increased resources have been assigned to support the goals for increased student performance for EL's through the purchase of EL curriculum in 2016-17 and the increase of EL management by 10% of FTE in 2017-18.

Woodside has a small population of unduplicated students and a robust base program that offers differentiated instruction for all students and a broad range of courses to engage all students. Typical strategies that would often serve unduplicated students including TK, low class size, differentiation, coaching, professional development and robust course offerings and enrichment are strategies that are used for all students and are considered our base program. Services directed to our unduplicated students include transportation, a push in and pull out program staffed by our EL specialist and our reading specialist, professional development for students serving our unduplicated students and outreach programs and targeted communication. Over the past year, we have continued to provide the targeted services highlighted above and have expanded our communication and outreach by translating key documents into Spanish and hiring bilingual office staff to improve daily communication. This has allowed us to improve our parent education outreach and 1:1 parent support for all of our services. By funding these dedicated programs we are supporting our overall goals of Gate, Student Achievement, Design Thinking, Improved School Climate and Culture in the Middle School and the full implementation of CCSS. With these goals we are seeing improved student achievement and improved student engagement and parent engagement.

