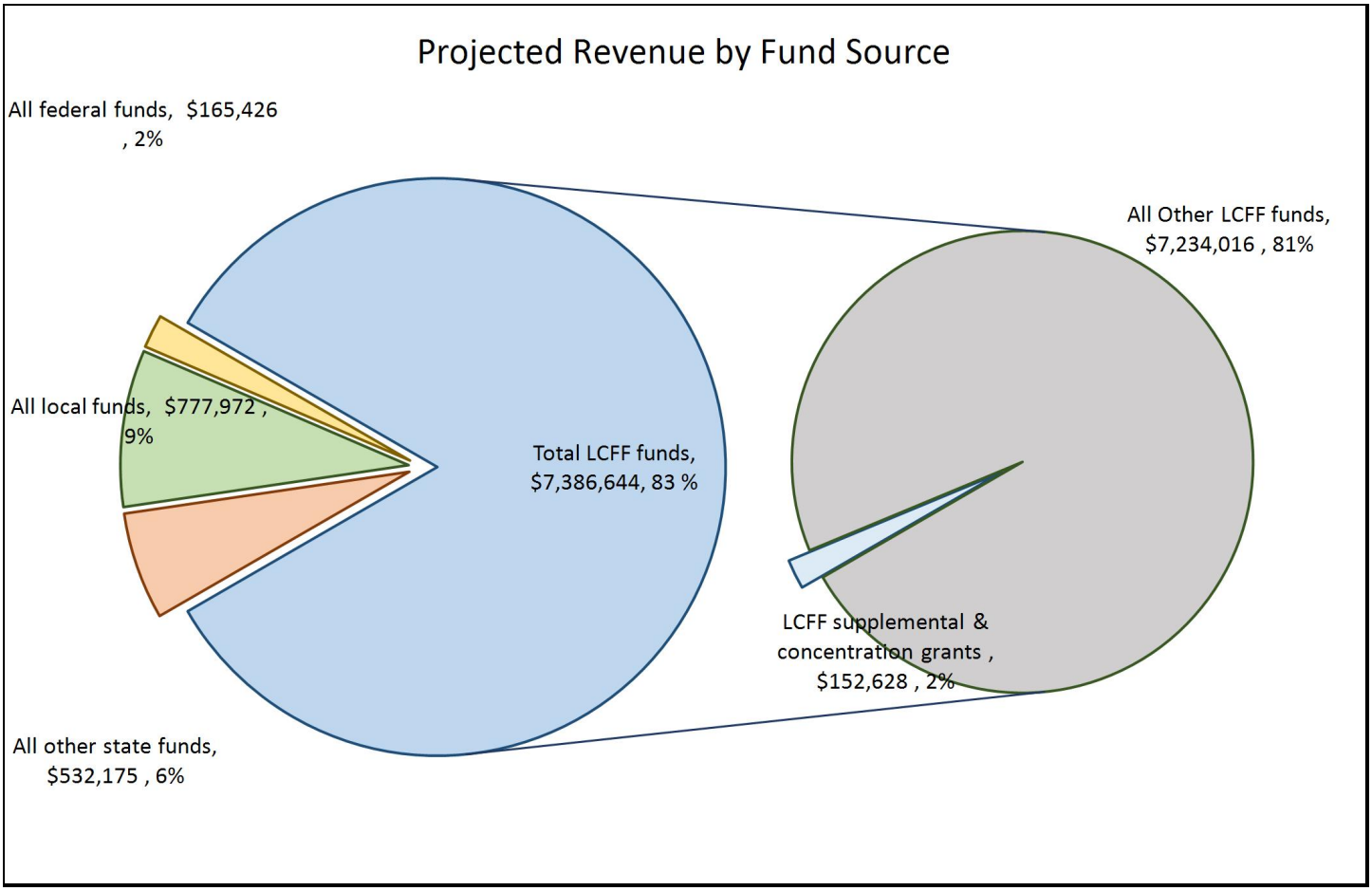
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Union School District
CDS Code: 27662330000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Gina Uccelli, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

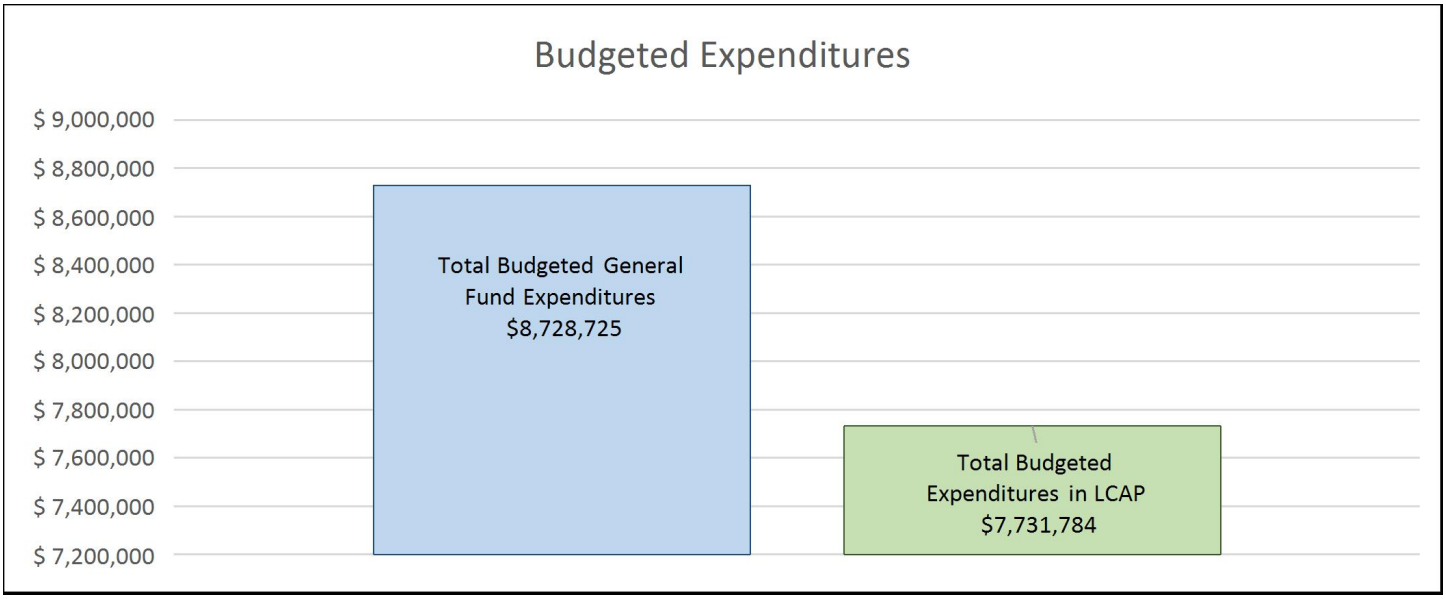


This chart shows the total general purpose revenue Washington Union School District expects to receive in the coming year from all sources.

The total revenue projected for Washington Union School District is $8,862,217, of which $7,386,644 is Local Control Funding Formula (LCFF), $532,175 is other state funds, $777,972 is local funds, and $165,426 is federal funds. Of the $7,386,644 in LCFF Funds, $152,628 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Washington Union School District plans to spend $8,728,725 for the 2019-20 school year. Of that amount, $7,731,784 is tied to actions/services in the LCAP and $996,941 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP are:
*Proposition 39 Funding
*STRS on Behalf
*Transfer of Indirect costs, to cafeteria, and Fund 17
*District Office Costs
*Superintendent & Board
*District Wide Technology

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

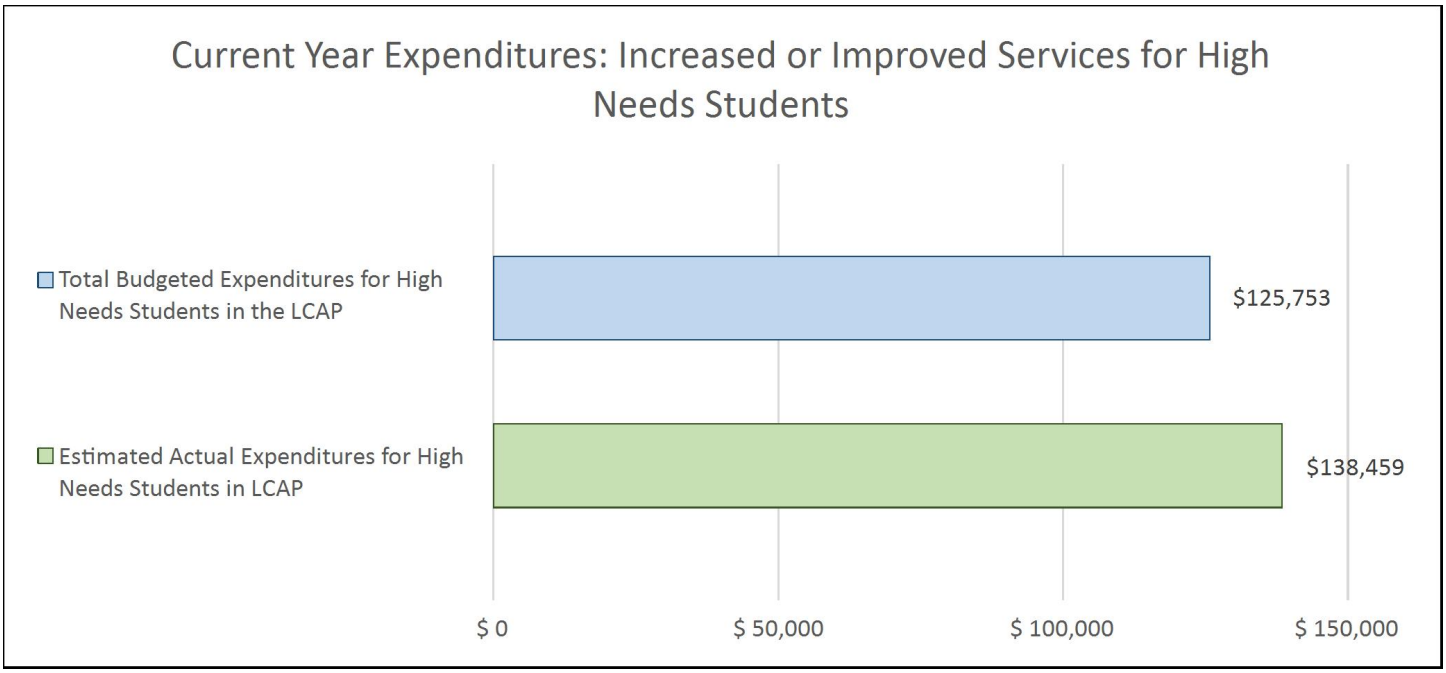
In 2019-20, Washington Union School District is projecting it will receive $152,628 based on the enrollment of foster youth, English learner, and low-income students. Washington Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Washington Union School District plans to spend $147,201 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
In 2018-19, our allocation for supplemental funding was increased so we were able to put more money into supporting struggling students in the areas of academics, behavior, and social-emotional well being.

In 2019-20, not all expenditures have been budgeted to allow for flexibility in funding supports for students as the need arises in the school year.

LCFF Budget Overview for Parents

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



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

In 2018-19, Washington Union School District's LCAP budgeted $125,753 for planned actions to increase or improve services for high needs students. Washington Union School District estimates that it will actually spend $138,459 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $12,706 had the following impact on Washington Union School District's ability to increase or improve services for high needs students:
The district wants to make sure that we have room to increase or add services dependent upon actual student need. By allowing for funds to be used with students as needs arise, we feel that we can better serve the needs of struggling students. The district plans to spend all of the allocation before the end of the school year.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

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)

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

LEA Name	Contact Name and Title	Email and Phone
Washington Union School District	Gina Uccelli Superintendent	guccelli@washingtonusd.org 831-484-2166

2017-20 Plan Summary

The Story

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

The Washington Union School District, established in 1868, has a long history of academic excellence and high expectations for students. The district's committed staff, its supportive parent community, and its high-achieving students all contribute to the district's success.

The Board of Trustees has demonstrated a commitment to small class size, a rigorous and enriching academic program, and a focus on respect and personal responsibility for all students. The District is comprised of three schools, serving grades Kindergarten through 8th grade. Toro Park School serves grades K through 3, Washington Union Elementary serves grades 4 and 5, and San Benancio Middle serves grades 6 through 8. The staff at the three schools in the district work together to see that every student is involved in engaging yet challenging instruction. As a result, our students receive a strong foundation in all academic subjects and are well-prepared to assume the challenges of high school. The district has an unduplicated student population comprised of less than 1% Foster Youth, 2% English Learners, and 10% Socioeconomically Disadvantaged.

In 1990, Washington Union's Board of Trustees determined the need to set long-range goals and objectives for the district. The Board engaged in the strategic planning process, in which district administrators, teachers, Board members and parents looked at the state of the district and planned

a course of action in six different goal areas. They also discussed the district's beliefs about students and learning, and from these discussions, developed a mission statement for the district.

The establishment of long-range objectives allows all district staff members to focus on the same goals for improving student achievement. The Strategic Planning Committee reviews and evaluates the district's progress by looking at student achievement data, parent surveys, and other information related to the attainment of the plan's goals and objectives.. In 2009 the committee added a finance goal and revised the curriculum and instruction goal to reflect curriculum, instruction and accountability. In 2019 the committee developed a district vision statement, creating a vision for our students that is reflective of our district's mission and core values.

To maintain high standards, the district is engaged in ongoing monitoring and evaluation of the instructional program. We are proud of our accomplishments and are continually striving to improve and enhance the educational program. The Local Control Accountability Plan and the Strategic Plan provide the roadmap to success for our students.

LCAP Highlights

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

Plan Summary

The Plan Summary is an analysis of the goals of the 18-19 school year as part of a 3-year plan. Goals for the 2019-2020 LCAP are remaining the same so that we can continue to refine our process through the MTSS framework. Using the state priorities as well as the district's Strategic Plan, the following goals were developed to address the needs of the district and the needs of the under-served student groups. The goals are as follows, along with the state priorities that each goal addresses:

1. All students will reach high standards. (1, 2, 4, 7, 8)
2. All students will be taught by highly qualified staff and will learn in welcoming, well-maintained facilities that are functional and dynamic. (1, 2)
3. All students will enjoy a friendly, respectful and safe learning environment that encourages responsibility. (3, 4, 5, 6)
4. The district will promote and develop positive relations with all segments of the school community. (3, 5, 6)

In the 18-19 school year, supplemental funds were used to maintain the counselor at a full-time position and to continue the summer school program that was restored in 15-16. Additionally, a general education instructional aide was hired to support struggling students at Toro Park school. Significant progress highlighted in the annual update will include:

Goal 1: 100% of students who are not proficient have been offered extended learning services.
Goal 2: 100% of teachers have participated in practicum workshops to support the implementation of the Common Core State Standards, Next Generation Science Standards, and social-emotional learning.
Goal 3: Digital citizenship education and online safety was offered to parents through a Parent Education series and all 4th-6th-grade students completed an online digital citizenship curriculum.
Goal 4: The participation rate on the Annual Parent Satisfaction Survey improved significantly.

The Goals/Actions/Expenditures
The Goals/Actions/Expenditures section ties the budget to the goals and discusses the actual expenditures in the 2018-19 school year versus planned expenditures from the previous year's LCAP.

Review of Performance

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

Greatest Progress

Priority 1 - All areas under Priority 1 were successfully met. 98% of teachers were assigned appropriately (as compared to 95% last year), all students have access to all instructional materials, and all facilities are in good condition (School Accountability Report Card (SARC) and Facilities Inspection Tool (FIT).

Priority 2 - In the 2018-19 school year, the Washington Union School District aligned its Strategic Plan with the state goal of reclassifying students within 5 years, in order to avoid students being classified as Long-Term English Learners (LTL's). In the 18-19 school year, 46% of students tested were reclassified. In the needs section of the LCAP, we will address how we will give targeted support to students who haven't reclassified and students who will be considered Long-Term English Learners to help ensure reclassification. In addition, WUSD set a goal that 50% of all students will exceed standards in English Language Arts and Math, and while we did not meet that goal, we showed improvement from last year. We will continue to look at refining the RtI process at each of the three sites to provide students with more targeted academic support. Results related to these goals are measured by the English Language Proficiency Assessments of California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and district multiple measures, and are reported to stakeholder groups (District Advisory Council, School Site Council, Strategic Planning, Board Meetings) throughout the school year.

Priority 3 - There are a variety of ways in which parents can participate in making decisions for the district and the school sites. The district seeks input through Strategic Planning, District Advisory Council, School Site Councils, and opportunities to participate in stakeholder meetings at various times throughout the school year in order to help promote parental participation of unduplicated students and students with disabilities. The annual parent survey had a return rate of 52% and we will maintain our goal to have our participation rate at 70% for the following school year.

Priority 4 and 5 - The California Department of Education's Dashboard indicates that the students of the Washington Union School District performed very well. In the areas of Language Arts and Math, student performance is in the "High" status indicator, with a change rating of "Declined," placing the district in the green category for both. The district falls into the yellow category for Suspension rate and blue for Chronic Absenteeism rate, indicating a status of "Low," with a change rating of "Declined Significantly."

In order to maintain the high level of academic performance, the district will continue to engage in staff and professional development in order to assist teachers in continuing to provide high-quality

instruction. Additionally, the summer school program will continue and students not meeting standards will be offered extended learning services through that program. The area of suspension rate is addressed in the district's Goal 3 that states, "All students will enjoy a friendly, respectful and safe learning environment that encourages responsibility." The school counselor position continues to be full time and all three schools in the district have engaged in professional development and training as part of the district's participation in the Multi-Tiered Systems of Support (MTSS) Framework.

Priority 6 - Data collected from the annual parent, student, and staff surveys indicates an improvement in school climate based on increased levels of satisfaction regarding respect and campus safety. Two areas had a dissatisfaction rate of greater than 10%. The school counselor continues to work with individual students, small groups, and classes to improve student connectedness.

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

Greatest Needs

On the California Accountability Dashboard, in the area of Suspension Rate, none of the overall indicators or subgroups landed in the orange or red.

In the area of academics, there were no overall performance ratings of "Red" or "Orange". Subgroups that were "Orange" for Language Arts and Math were students with disabilities and socio-economically disadvantaged. Students not meeting standards are offered Response to Intervention (RtI) with small group instructional support during the school year and Summer School based on multiple measures scores and teacher observation records. During the Summer of 2019, a Speech/Language Pathologist will provide social communication intervention to identified students during summer school and an Occupational Therapist will support students through ESY services. WUSD feels that early intervention for struggling students is key, and as a result, we have increased RtI materials through the purchase of an intervention program so that students can receive targeted English Language Arts (ELA) and Math interventions when they are identified as struggling. Students have continued to use iPads in the classroom and the apps that students use not only support academic learning but also are engaging for our 21st-century learners.

Washington Union reclassified 46% of our English Learners. Of those students, 34% were Long-Term English Language Learners. 70% of the remaining English Language (EL) students will be considered Long-Term English Learners in the 19-20 school year. We will continue targeted English Language Development (ELD) intervention for students at Toro Park through the RtI that is provided daily by kindergarten teachers and will hire an aide to specifically focus on ELD interventions for our English Language Learners. Washington Union changed the master schedule so that in addition to the Tier I supports for ELA that all students get in class, there will be specific, targeted English Language Development RtI every day to support this group of students. San Benancio will support EL students through the activity period in the 19-20 school year and struggling students were supported through the learning center.

Washington Union School District had a rating of "Not Met" for students with disabilities in the areas of Language Arts and Math. Through the PIR process, WUSD will focus on the following reasons for those discrepancies:
1. Lack of student motivation and self-confidence
2. Inconsistent intervention and support
3. Inconsistent testing systems

The plan for improvement and specific steps that will be taken are outlined in our Performance Indicator Review (PIR) - see attached.

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

Performance Gaps

In the area of Language Arts, there were no overall performance ratings of "Red" or "Orange" for all students. Students with Disabilities and Socio-Economically Disadvantaged Students were in the "Orange" performance category, while English Learners were in the "Green" performance category.

In the area of Math, there were no overall performance ratings of "Red" or "Orange." Students with Disabilities and Socioeconomically Disadvantaged students were in the "Orange" performance category, while English Learners were in the "Green" performance category.

In the area of suspension and chronic absenteeism, there were no performance ratings of "Red" or "Orange." There was a gap between Hispanic students (yellow) and all students (blue) in regards to chronic absenteeism rates.

The actions we are taking to improve this:

Students not meeting standards are offered Summer School, in addition to RtI with small group instructional support throughout the school year. Programs were monitored during the 2018-19 school year and will be revamped during the 2019-20 school year. During summer school, classes are kept at a ratio of 20:1 or less to ensure that students are receiving more individualized attention. To address behavioral and social concerns that students may have, we offer tiered counseling services during the school year. Additionally, during the summer of 2019, a Speech/Language Pathologist will provide social communication intervention to identified students. Students with disabilities and unduplicated students are invited to attend summer school and given priority, but all students have access based on parent and teacher concern regarding academics. Special Education aides are hired to support all students during the summer, similarly to the way they are supported in class during the regular school year. More detailed actions for addressing performance gaps are outlined in our PIR plan (attached). To address the chronic absenteeism gap, administrators will learn more about how to prevent chronic absenteeism to help close this gap.

Comprehensive Support and Improvement

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

Schools Identified

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

None of the schools in the Washington Union School District have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

None of the schools in the Washington Union School District have been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

None of the schools in the Washington Union School District have been identified for Comprehensive Support and Improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

1. All students will reach high standards.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.1: Performance on Technology Plan objectives as described in annual reports to the Board. Performance measured by teacher observation records. 1.2: Student performance reports using the district's Multiple Measure Index including CAASPP. 1.3: Student performance reports using grades and the CAASPP. 1.4: CELDT and ELPAC results. 1.5: Student performance using the district's Multiple Measures including CAASPP (see data above).	1.1: At the district level, infrastructure updates were made at all three sites by adding 25 access points and through the purchase of a smart board. Assistive Technology was purchased at two sites (district funding). Through donations from the Washington Union Educational Foundation (WUEF), each school had a Chrome Cart with 30 Chromebooks added. 1.2: ELA Multiple Measure - 64% met or exceeded standards/29% exceeding 1.2: Math Multiple Measure - 63% met or exceeded standards/30% exceeding 1.2: CAASPP ELA - 74% 1.2: CAASPP Math - 64% 1.3: Science - 98% met and 2% exceeded standards (as measured by CAST), while 70% met and 20% exceeded expectations (as measured by classroom teachers) 1.4: 75% of students who were initially tested with ELPAC were classified as Initial Fluent English Proficient (IFEP). 46% of EL students were reclassified in 2019. 1.4: At Toro Park School, 100% of students who are classified as ELL receive targeted ELD instruction through RtI programs. Students who need additional support receive it during instructional time. Students at Washington receive intensive RtI reading comprehension support daily through RtI. San Benancio supports students through the learning center. The ELL students at San Benancio are also new to the school this year, and their academic progress is being monitored. 1.5: 100% of students who are not proficient have been offered RtI support in the school day and have been recommended for summer school. In the summer of 2018, 51% of students who were offered summer school attended. Parents do not send students for a variety of reasons ranging from lack of child care (summer school is a half day program) to private tutoring.

Expected	Actual
18-19 1.1: Students will increase their proficiency in the use of technology and successfully access tools and resources to enhance their learning, as measured by teacher observation and administrator reports of seeing increased use of technology in the classroom. 1.2: 50% of students will exceed standards in English language arts and math as measured by district Multiple Measures. 1.2 80% of students in grades 3-8 will meet or exceed standards in English Language Arts as measured by CAASPP. 1.2 65% of students in grades 3-8 will meet or exceed standards in Math as measured by CAASPP. 1.3: 50% of students will exceed standards in science as measured by report card grades. 1.4: ELL students will be reclassified within three years of being designated as EL. 1.4: Students will receive appropriate instruction in English Language Development within the general education classroom. 1.5: 100% of students who are not proficient will be offered extended learning services. Anticipated growth is one performance level by the end of the subsequent school year. A four-hour instructional assistant will be hired at Toro Park school to assist with academic, behavioral, and social-emotional needs of students who need specific, targeted interventions.	

Expected	Actual
Baseline The district added an additional 88 Chrome Books from the previous year. The District added and upgraded wireless access points on Chrome Book carts. 1.2: 2016-17 results: ELA - 44% MATH - 43% SCIENCE - 54% 1.2: 16-17 CAASPP scores: The percentage of students in grades 3-8 who met or exceeded standards: ELA: 78% Math: 63% 1.3: 2016-17 results: - Social Studies 56%	

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
1.1-1.5: District will support existing positions, services, and materials to educate students.	District supported existing positions, services, and materials to educate students.	Includes object codes 1000-5999: 1000-1999: $2,757,069 2000-2999: $271,463 3000-3999: $1,326,226 4000-4999: $32,022 5000-5999: $43,668 Base $4,430,448	Includes object codes 1000-5999: 1000-1999: $2,827,335 2000-2999: $267,906 3000-3999: $1,263,208 4000-4999: $27,914 5000-5999: $50,428 LCFF Base $4,436,791
		Includes object codes 2000-4999 Title I $29,932	Includes object codes 2000-4999 Title I $26,496
		4000-4999: Books And Supplies Lottery $40,170	4000-4999: Books And Supplies Lottery $25,700
		Includes object codes 1000-5999: 1000-1999: $48,438	Includes object codes 1000-5999: 1000-1999: $50,269

		2000-2999: $55,493 3000-3999: $52,734 4000-4999: $52,536 5000-5999: $35,519 Locally Defined $245,720	2000-2999: $59,072 3000-3999: $52,959 4000-4999: $60,721 5000-5999: $33,802 Locally Defined $256,823
		Includes object codes 1000-7999: 1000-1999: $281,508 2000-2999: $218,679 3000-3999: $162,468 4000-4999: $4,000 5000-5999: $544,147 7000-7999: $50,573 Special Education $1,261,375	Includes object codes 1000-7999: 1000-1999: $288,375 2000-2999: $198,299 3000-3999: $156,447 4000-4999: $4,000 5000-5999: $603,740 7000-7999: $22,946 Special Education $1,273,807
		Aide Support - Includes object Codes 2000-4999: 2000-2999: $10,449 3000-3999: $2,929 4000-4999: $782 Supplemental $14,160	Aide Support - Includes object Codes 2000-4999: 2000-2999: $9,451 3000-3999: $2,634 4000-4999: $0 LCFF Supplemental and Concentration $12,085

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2: District will provide technology for students/staff to enhance Common Core State Standards, NGSS Implementation and 21st Century skills.	District provided technology for students/staff to enhance Common Core State Standards, NGSS Implementation and 21st Century skills.	4000-4999: Books And Supplies Base $8,000	Infrastructure Licencing Upgrades 4000-4999: Books And Supplies LCFF Base $4,000
		4000-4999: Books And Supplies Lottery $4,000	4000-4999: Books And Supplies Lottery $800

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Report card grades will be monitored to determine progress toward science standards.	98% met and 2% exceeded standards (as measured by CAST), while 70% met and 20%	No Cost- Included in Base Funding, Goal 1.1-1.5 Base $0	No Cost- Included in Base Funding, Goal 1.1-1.5 LCFF Base $0

	exceeded expectations (as measured by classroom teachers).		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4: ELPAC scores will be used to measure language acquisition. District Multiple Measures Index will be used to monitor academic achievement.	66% of students who were initially tested with ELPAC were classified as Initial Fluent English Proficient (IFEP). 46% of EL students were reclassified in 2019. At Toro Park School, 100% of students who were classified as ELL received targeted ELD instruction through RtI programs. Students who needed additional support received it during the regular school day. Students at Washington received intensive RtI reading comprehension support daily through RtI.	No Cost- Included in Base Funding, Goal 1.1-1.5 Base $0	No Cost- Included in Base Funding, Goal 1.1-1.5 LCFF Base $0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5: RtI will be implemented to meet academic needs of all learners: advanced learners, challenged learners, English language learners, and special population students and will begin with Tier I supports.	1.4: At Toro Park School, 100% of students who were classified as ELL received targeted ELD instruction through RtI programs. Students who needed additional support receive it during the regular school day. Students at Washington received intensive RtI reading comprehension support daily through RtI. San Benancio supported students through the learning center. The ELL students at San Benancio were also new to	1000-1999: Certificated Personnel Salaries Title I $6,559 3000-3999: Employee Benefits Title I $2,924	1000-1999: Certificated Personnel Salaries Title I $6,959 3000-3999: Employee Benefits Title I $2,989

	the school this year, and their academic progress was monitored.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5: Extended learning time during the school day and summer school will be provided to students who need additional support.	1.5: 100% of students who are not proficient were offered RtI support in the school day and were recommended for summer school. In the summer of 2018, 51% of students who were offered summer school attended.	Extended Learning 1000-1999: Certificated Personnel Salaries Supplemental $11,517	Extended Learning 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $11,069
		Extended Learning 3000-3999: Employee Benefits Supplemental $4,878	Extended Learning 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,154
		Summer School 1000-1999: Certificated Personnel Salaries Supplemental $12,600	Summer School 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $11,550
		Summer School 2000-2999: Classified Personnel Salaries Supplemental $6,350	Summer School 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $5,356
		Summer School 3000-3999: Employee Benefits Supplemental $4,307	Summer School 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3,482
		4000-4999: Books And Supplies Supplemental $2,500	4000-4999: Books And Supplies LCFF Supplemental and Concentration $10,048

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1-1.5: District will continue existing transportation services to	District continued existing transportation services to ensure	2000-2999: Classified Personnel Salaries Base $133,254	2000-2999: Classified Personnel Salaries LCFF Base $125,803

ensure student access to high quality education.	student access to high quality education.	3000-3999: Employee Benefits Base $80,439	3000-3999: Employee Benefits LCFF Base $75,282
		4000-4999: Books And Supplies Base $56,135	4000-4999: Books And Supplies LCFF Base $63,381
		5000-5999: Services And Other Operating Expenditures Base $45,216	5000-5999: Services And Other Operating Expenditures LCFF Base $48,947
		5700-5799: Transfers Of Direct Costs Base - $8,700	5700-5799: Transfers Of Direct Costs LCFF Base -$8,845

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.

1.1: Technology upgrades were made to all three sites through the addition of Chrome Books at each site and upgrades to infrastructure.

1.2 & 1.3: All students were monitored throughout the year using both Multiple Measures and CAASPP Scores to track student achievement and inform RtI needs. RtI groupings were created to support struggling students and provide targeted assistance.

1.4: The ELPAC was administered within all appropriate timelines with the Initial Assessments completed in September and the Summative Assessments completed in May.

1.5: Summer School plans and invitations were sent in May. Each site has an RtI Plan. At Toro Park, the kindergarten teachers pull students for RtI after they are done with kindergarten instruction. At Washington Union, students are given targeted support at the end of the school day and flexible groupings for re-teaching opportunities to take place in class. At San Benancio, activity period and small group instruction support students' academic achievement.

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

Students increased their proficiency in the use of technology and can access tools and resources to enhance their learning. 64% of students met or exceeded district standards for Language Arts (29% exceeded) and 63% met or exceeded standards for Math (30% exceeded). The reclassification rate for this school year was 46%, as measured by ELPAC and 75% of students who were tested as initials were classified as IFEP. Students received appropriate instruction in English Language Development within the general

education classroom. 100% of students who are not proficient are offered Tier I supports in class and through small group instruction, with more intensive supports being offered through summer school.

In the 2018-19 school year, the Washington Union School District aligned its Strategic Plan with the state goal of reclassifying students within 5 years, in order to avoid students being classified as Long-Term English Learners (LTL's). In the 18-19 school year, 46% of students tested were reclassified. 70% of the remaining EL students will be considered Long-Term English Learners in the 19-20 school year. We will continue targeted ELD intervention for students at Toro Park through the RtI that is provided daily by kindergarten teachers and by hiring an instructional aide who will specifically support ELD students. Washington Union changed the master schedule so that in addition to the Tier I supports for ELA that all students get in class, there will be specific, targeted English Language Development RtI at the end of the day to support this group of students, as well as other struggling readers. San Benancio will support EL students through the activity period next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Due to piloting of Social Studies Materials and not needing as many consumable materials, not all of the lottery money allocated was spent. The district offered Science money to all grade levels, but not all of it was spent by the teachers.

Action 2 - Due to the increase in other funding this year that was not anticipated, not all of this allocation was spent from this fund.

Action 6 - The increase in spending was used in Summer School. There wasn't a curricular program, so the district purchased one that can be used on years out, needing to only purchase the consumable materials going forward.

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 district will continue with this goal of improving student performance for Students with Disabilities, Socioeconomically Disadvantaged (SED) students, and English Learners. Through the implementation of the MTSS Framework, RtI will continue to be monitored and changes or adjustments will be made as applicable. More detailed plans are also outlined in the district's attached PIR plan.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

2. All students will be taught by highly qualified staff and will learn in welcoming, well-maintained facilities that are functional and dynamic.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2:1: Percent of highly qualified staff. 2.1: Attendance in program and successful completion. 2.2: Teacher evaluations of training sessions, log of professional development opportunities. 2.3: Classroom observation, teacher feedback. 2.4: Facility Inspection Tool (FIT), student, staff, and parent surveys.	2.1: 98% of teachers were highly qualified. Class sizes were maintained K-5 at a ratio of no greater than 24:1 at Toro Park and 28:1 at Washington Union to support individualized and targeted student instruction. 2.2: Teachers participated in several trainings through the County Office of Education and various agencies. These included: Next Generation Science Implementation, Effective Math Instruction, Equity in Education, Transitional Kindergarten Network, Trauma Informed Teaching, Universal Design for Learning, Teacher and Student Technology, Positive Behavior Intervention Systems, and using Google Forms for Assessments. Five teachers also participated in the Induction Program. 2.3: All teachers were offered technology training around Quizziz, Formative, Socrative, Quizlet and how to use Google Forms for assessments. The technology director attended the Lead Three Conference and San Benancio teachers learned how to use IXL. 2.4: At Toro Park School, the projects that have been completed were: tree removal in the parking lot and replacement of carpet in five classrooms. At Washington Union School, the projects that have been completed are: painting of the fifth grade building, replacement of a water pump, and roof

Expected	Actual
18-19 2.1: Increase to 100% of the teachers being highly qualified. 2.2: Teachers will participate in practicum workshops and share out what they've learned to support the implementation of Common Core State Standards and NGSS Standards. 2.3: Staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's (2018-2021) Technology Plan. 2.4: District will continue to implement a three-year Deferred Maintenance Plan. Carpet will be replaced in five classrooms at Toro Park. The 5th grade wing will be painted at Washington Union. The playground at San Benancio will be repaired and resealed.	repair. At San Benancio Middle School, the projects that have been completed are: blacktop reseal and roof repairs.

Expected	Actual
Baseline 2.1: The district hired five highly qualified teachers at the beginning of the 2016-17 school year. 100% of teachers are highly qualified. 2016-17 results: Five teachers are currently involved in the Induction Program with four coaches supporting them. 2.2: 2016-17 results: 98% of teachers report they receive adequate training. Workshops included: • Understanding new ELA adoption • Next Generation Science Standards • Social Studies Framework 2.3: 2016-17 results: Site based staff development was provided based on identified needs by staff. Staff Development was individualized by school site and provided by teaching or administrative staff. All students have access to instructional technology. The district purchased 88 additional Chrome Books for student use this year. Workshops included: Educational Technology Academy, Google Level 1 certification, Technology in the Classroom. 2.4: FIT identified all school sites are in good condition. 97% of the teachers report that the environment is orderly and supports learning. 95% of the parents report the facilities are well-maintained.	

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

2.1: 100% staff will be highly qualified. Those new to the teaching profession will be supported through an Induction Program.	2.1: 98% of teachers were highly qualified. Class sizes were maintained K-5 at a ratio of no greater than 24:1 at Toro Park and 28:1 at Washington Union to support individualized and targeted student instruction.	1000-1999: Certificated Personnel Salaries Base $5,400 3000-3999: Employee Benefits Base $1,082 5000-5999: Services And Other Operating Expenditures Base $4,500 Included in the base 5000-5999: Services And Other Operating Expenditures Base $200 Educator Effectiveness - Induction Program 5000-5999: Services And Other Operating Expenditures Other $0 Induction Program 5000-5999: Services And Other Operating Expenditures Title II $0	1000-1999: Certificated Personnel Salaries LCFF Base $9,000 3000-3999: Employee Benefits LCFF Base $1,791 5000-5999: Services And Other Operating Expenditures LCFF Base $7,500 Included in the base 5000-5999: Services And Other Operating Expenditures LCFF Base $0 Educator Effectiveness - Induction Program 5000-5999: Services And Other Operating Expenditures Other $0 Induction Program 5000-5999: Services And Other Operating Expenditures Title II $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Teachers will attend workshops and/or training related to the implementation of Common Core State Standards, NGSS Standards, and 21st Century Skills.	2.2: Teachers participated in several trainings through the County Office of Education and various agencies. These included: Next Generation Science Implementation, Effective Math Instruction, Equity in Education, Transitional Kindergarten Network, Trauma Informed Teaching, Universal Design for Learning, Teacher and Student Technology, Positive Behavior Intervention Systems, and using Google Forms for Assessments. Five teachers	1000-1999: Certificated Personnel Salaries Title II $6,300 3000-3999: Employee Benefits Title II $900 4000-4999: Books And Supplies Title II $1,701 Title II $0 Educator Effectiveness 1000-1999: Certificated Personnel Salaries Other $0	1000-1999: Certificated Personnel Salaries Title II $6,000 3000-3999: Employee Benefits Title II $830 4000-4999: Books And Supplies Title II $98 5000-5999: Services And Other Operating Expenditures Title II $1,554 Educator Effectiveness 1000-1999: Certificated Personnel Salaries Other $0

	also participated in the Induction Program.	3000-3999: Employee Benefits Other $0	3000-3999: Employee Benefits Other $0
		Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other $0	Educator Effectiveness 5000-5999: Services And Other Operating Expenditures Other $0
		Orange CO SUMS - Object Codes 1000-5999: 1000-1999: Not Allocated, Dependent upon need 2000-2999: Not Allocated, Dependent upon need 3000-3999: Not Allocated, Dependent upon need 4000-4999: Not Allocated, Dependent upon need 5000-5999: Not Allocated, Dependent upon need Other $0	Orange CO SUMS - Object Codes 1000-5999: 1000-1999: $1,140 2000-2999: $0 3000-3999: $126 4000-4999: $2,184 5000-5999: $250 Other $3,700
		MCOE MTSS SUMS - Object Codes 1000-5999: 1000-1999: $4,000 3000-3999: $520 4000-4999: $500 5000-5999: $6,100 Other $11,120	MCOE MTSS SUMS - Object Codes 1000-5999: 1000-1999: $0 2000-2999: $104 3000-3999: $29 4000-4999: $0 5000-5999: $4,971 Other $5,104
		5000-5999: Services And Other Operating Expenditures Base $0	5000-5999: Services And Other Operating Expenditures LCFF Base $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3: Teachers will receive training and implement said training related to needs identified from the district Technology Plan.	2.3: All teachers were offered technology training around Quizziz, Formative, Socrative, Quizlet and how to use Google	5000-5999: Services And Other Operating Expenditures Base $2,000	5000-5999: Services And Other Operating Expenditures LCFF Base $0

	Forms for assessments. The technology director attended the Lead Three Conference and San Benancio teachers learned how to use IXL.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4: District will implement a three-year Deferred Maintenance Plan.	2.4: At Toro Park School, the projects that were completed were: tree removal in the parking lot and replacement of carpet in five classrooms. At Washington Union School, the projects that have been completed are: painting of the fifth grade building, replacement of a water pump, and roof repair. At San Benancio Middle School, the projects that have been completed are: blacktop reseal and roof repairs.	7000-7439: Other Outgo Base $38,246	7000-7439: Other Outgo LCFF Base $38,246

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5: District will fund all existing positions and services relating to care of facilities.	District funded all existing positions and services relating to care of facilities.	2000-2999: Classified Personnel Salaries Base $242,331	2000-2999: Classified Personnel Salaries LCFF Base $239,436
		3000-3999: Employee Benefits Base $135,484	3000-3999: Employee Benefits LCFF Base $130,500
		4000-4999: Books And Supplies Base $30,638	4000-4999: Books And Supplies LCFF Base $30,358
		6000-6999: Capital Outlay Base $199,942	6000-6999: Capital Outlay LCFF Base $212,105
		2000-2999: Classified Personnel Salaries Other $0	5000-5999: Services And Other Operating Expenditures LCFF Base $22,744

		3000-3999: Employee Benefits Other $79,998	2000-2999: Classified Personnel Salaries Other $77,292
		4000-4999: Books And Supplies Other $47,497	3000-3999: Employee Benefits Other $44,609
		5000-5999: Services And Other Operating Expenditures Other $12,500	4000-4999: Books And Supplies Other $12,000
		5000-5999: Services And Other Operating Expenditures Base $39,254	5000-5999: Services And Other Operating Expenditures LCFF Base $37,181

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.

2.1: The district follows all applicable rules and guidelines to ensure teachers are properly credentialed. In the 2018-19 school year, five teachers were supported in the Induction Program, three in year two and two in year one. Through communication with the county office of education and regular monitoring to ensure compliance, 98% of the teachers in the district are certified as highly qualified.

2.2: An organized and well-articulated professional development plan ensures that teachers receive appropriate professional development in order to achieve the goals of the plan. For the 2018-19 school year, teachers attended workshops and received training on Next Generation Science Implementation, Effective Math Instruction, Equity in Education, Transitional Kindergarten Network, Trauma Informed Teaching, Universal Design for Learning, Teacher and Student Technology, Positive Behavior Intervention Systems, and using Google Forms for Assessments. When teachers come back from training, they share with staff what they have learned and give them resources to implement new practices into the classroom. Teachers also work to help train other teachers on collaboration days to ensure that new or best practices are incorporated. The district is exploring ways to share professional development with staff through collaboration days and release days for operation.

2.3: All teachers were offered technology training around Quizziz, Formative, Socrative, Quizlet and how to use Google Forms for assessments. The technology director attended the Lead Three Conference and San Benancio teachers learned how to use IXL.

2.4 The district worked to develop a three-year maintenance plan in order to prioritize a plan for projects throughout the district. In the 2018-2019 school year, the following projects were completed:

a. Toro Park - tree removal in the parking lot and replacement of carpet in five classrooms.

b. Washington Union - painting of the fifth grade building, replacement of a water pump, and roof repair.
c. San Benancio - blacktop reseal and roof repairs.

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

As a result of the efforts made toward achieving the goals of the plan, the district has highly qualified teachers who are supported in their growth and provided with appropriate staff and professional development. A few examples of what administrators have observed as a result of some of the professional development is increased use of technology, use of project based learning, deeper math strategies, and more collaborative efforts among the teachers. The deferred maintenance plan was developed in the 17-18 school year and projects from the plan will continue at all three sites through the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - There was an increase in the cost of Induction due to an increase in teachers in the program.

Action 2 - Not as much of the technology money that was allocated was spent this year, due to funding from other sources that were not anticipated. We were able to purchase additional technology through these other funds and reallocated the money not spent to support other programs.

Action 3 - $2,000 was allocated for Technology professional development and was not used this year due to lack of offerings for Classroom Technology professional development from the Monterey County Office of Education (MCOE). Additionally, direct services from MCOE (at no cost to the district) were used for professional development around classroom technology use.

Action 5 - The truck used by the district needed to be replaced due to age and caused the increase in maintenance costs.

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.

Goal 2 will remain unchanged in the 2019-2020 school year. Modifications in actions and strategies may be made as the district prepares for an anticipated teacher shortage and financial challenges. Technology funding remains a challenge for the district, so efforts will be made to investigate ways to continue to provide training and resources to improve the use of technology for teaching and learning.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

3. All students will enjoy a friendly, respectful, and safe learning environment that encourages responsibility.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1: Staff, student and parent surveys 3.2: Staff, student and parent surveys, 2017-18 survey results. 3.3: Staff, student and parent surveys, 2017-18 survey results. 3.4: Log of Digital citizenship education opportunities. 3.5: Monitoring of monthly attendance reports, student surveys.	3.1, 3.2, & 3.3: Parent surveys were administered in April 2019. Response options for parents were very satisfied, satisfied, dissatisfied, very dissatisfied and no opinion. Parent satisfaction rates: Students show respect for each other. 2017: 92%, 2018: 90%, 2019: 90% Discipline is fair and consistent. 2017: 93%, 2018: 90%, 2019: 90% Campus/playground supervisors are effective and helpful. 2017: 94%, 2018: 88%, 2019: 95% Staff and student surveys were administered in May 2019. Response options for staff and students were strongly agree, agree, disagree, strongly disagree and no opinion. Staff satisfaction rates:

Expected	Actual
18-19 3.1 & 3.3: Improved reports/survey results of positive school climate. 3.2: Improved student behavior and 0% middle school drop outs. 3.4: Digital citizenship education. 3.5: Student ADA will be 98%.	I work with people who treat me with respect. 2017: 99%, 2018: 92%, 2019: 90% Student satisfaction rates: I am safe. 2017: 98%, 2018: 97%, 2019: 96% My teacher treats me with respect. 2017: 94%, 2018: 92%, 2019: 94% I know what I am supposed to be learning in class. 2017: 96%, 2018: 94%, 2019: 94% Students are treated fairly by the teachers. 2017: 86%, 2018: 88%, 2019: 87% Students are treated fairly by the principal. 2017: 95%, 2018: 97%, 2019: 96% Students are treated fairly by people on yard duty. 2017: 82%, 2018: 89%, 2019: 87% Students at my school treat me with respect. 2017: 84%, 2018: 80%, 2019: 78% Students at my school are friendly. 2017: 92%, 2018: 87%, 2019: 84% Student behavior has improved overall, with a decreased number of suspensions. Suspensions: 2016-17: Toro Park: 0, Washington Union: 1, San Benancio: 4 2017-18: Toro Park: 0, Washington Union: 2, San Benancio: 6 2018-19: Toro Park: 0, Washington Union: 1, San Benancio: 6 Expulsions: San Benancio had one expulsion this year and the enforcement was suspended. 3.4: Digital citizenship was offered to all students in grades 4-6 through Common Sense Media. The counselor gave a parent education seminar to talk about internet safety and digital citizenship. 3.5: ADA at Toro Park for 2018-2019 was 96.4% ADA at Washington Union for 2018-2019 was 96.0% ADA at San Benancio for 2018-2019 was 96.5%

Expected	Actual
Baseline 3.1: 2016-17 results: 3.1, 3.2 & 3.3: Surveys administered March 2017. Parents, staff and students all report improvement on questions related to positive school climate. Parent response: Students show respect for each other. 2015: 89%, 2016: 89%, 2017: 92% Discipline is fair and consistent. 2015: 90%, 2016: 90%, 2017: 93% Campus/playground supervisors are effective and helpful. 2015: 92%, 2016: 95%, 2017: 94% Staff response: I work with people who treat me with respect. 2015: 100%, 2016: 98%, 2017: 99% The environment at my school is orderly and supports learning. 2015: 98%, 2016: 100%, 2017: Question omitted in 2017 Student response: I am safe. 2015: 94%, 2016: 91%, 2017: 98% My teacher treats me with respect. 2015: 89%, 2016: 80%, 2017: 94% I know what I am supposed to be learning in class. 2015: 92%, 2016: 91%, 2017: 96% Students are treated fairly by the teachers. 2015: 79%, 2016: 82%, 2017: 86% Students are treated fairly by the principal. 2015: 88%, 2016: 86%, 2017: 95% Students are treated fairly by people on yard duty. 2015: 78%, 2016: 72%, 2017: 82% Students at my school treat me with respect. 2015: 77%, 2016: 70%, 2017: 84% Students at my school are friendly. 2015: 82%, 2016: 72%, 2017: 92% 3.2: Student behavior has improved overall. Suspensions: 2014-15: Toro Park: 0, Washington Union: 1, San Benancio: 6 2015-16: Toro Park: 0, Washington Union: 4, San Benancio: 1 2016-17: Toro Park: 0, Washington Union: 1, San Benancio: 4 3.3: Maintained Character Education program and added Sanford Harmony. Students and parents participated in assemblies: Bucket Fillers for Life, Character Show. 3.4: 2016-17 results: Parent nights about digital citizenship and cyber-bullying were held. The parent night with a focus on Anti-Bullying and digital citizenship had	

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
3.1: District will maintain counseling services for implementation of Tier I, II, and III supports.	3.1: District maintained counseling services for implementation of Tier I, II, and III supports.	1000-1999: Certificated Personnel Salaries Supplemental $51,315 3000-3999: Employee Benefits Supplemental $18,126	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $59,980 3000-3999: Employee Benefits LCFF Supplemental and Concentration $20,735

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2: District will administer student, parent, and staff surveys to monitor school climate.	3.2: District administered student, parent, and staff surveys to monitor school climate.	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3: District will enhance the Character Counts program through increased assemblies, activities and community projects.	3.3: District enhanced the Character Counts program through increased assemblies, activities and community projects.	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 4

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

3.4: Plan for workshops that can be used to educate students and parents about digital citizenship.	3.4: Digital citizenship was offered to all students in grades 4-6 through Common Sense Media. The counselor gave a parent education seminar to talk about internet safety and digital citizenship.	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5: The district will educate parents about importance of attendance and attendance rate to improve attendance rate to 98%.	3.5: The district educated parents about importance of attendance and attendance rate to improve attendance rate to 98%. ADA at Toro Park for 2018-2019 was 96.4% ADA at Washington Union for 2018-2019 was 96.0% ADA at San Benancio for 2018-2019 was 96.5%	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 6

	New: The district provided students with access to a well-rounded education through the increase of classroom technology, development of a STEAM classroom at San Benancio, providing improved health curriculum to students, and staff technology training.		Technology classroom, STEM Classroom, Health Curriculum 4000-4999: Books And Supplies Title IV $8,326
			Technology Training 5000-5999: Services And Other Operating Expenditures Title IV $1,103

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.

In the 2018-2019 school year, the district continued the counseling position at full time. The counselor spends time at each of the three schools and provides a variety of support services including, but not limited to, conflict resolution strategies, behavior management, study skills, time management, social-emotional counseling, internet safety, and parent education. Services are provided in small group, individual, or classroom settings. Services are available on a drop-in basis, or by referral from school staff or parents. Through having the counselor available full time, she is able to offer Tier I supports to all students and can aide in conflict resolution for smaller disputes, which helps support site staff and keeps smaller incidents out of the hands of administrators. This helps conflict resolutions to be more meaningful and to feel less punitive when larger issues arise and students need to have conversations with the principal.

3.1-3.5: In April and May of 2019, the district administered the annual Parent Satisfaction Survey, the Student Climate Survey, and the Staff Climate Survey. All surveys are available online, with paper copies available upon request. For the Parent Survey, incentives are offered to students at each of the schools to encourage participation in the survey. The return rate this year was 52%. In addition to the incentives, a link to the survey was emailed home to parents. In past years, the survey had only been available through a link on the website. With 52% of families responding, the district was able to gather accurate and meaningful data about the various programs of the district and if actions need to be taken to address any areas of concern. The district level leadership team will meet to review areas with a dissatisfaction rate of greater than 10% and formulate a plan for how to address parent concerns.

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

Survey data indicates maintenance of positive school climate and improved student behavior. Though there was a decrease in suspensions at Washington Union and San Benancio maintained the number of suspensions, many students reported feeling safe at school and ADA maintained at an average of 96%. As part of the survey, 96% of students reported feeling safe at school and 90% of parents feel that students show respect for one another. A concerted effort on the part of site principals to communicate the importance of daily attendance was evident in the maintained ADA. The importance of digital citizenship was clearly communicated as evidenced by the offering of a parent workshop on the subject as well as the implementation of Common Sense Media lessons to all students in grades 4-6.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action - Supplemental funding was reallocated so that the entirety of the counseling position was paid for out of supplemental funding, instead of using mental health funding to cover the counseling salary.

New Action - Title IV funding was allocated in the beginning of the 2018-2019 school year and no amount had been released at the time of the previous year's LCAP. Money was allocated once funding was released and was partially spent within the 2018-2019 school year.

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 changes will be made to this goal in the 19-20 school year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

The district will promote and develop positive relations with all segments of the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 4.1: Ongoing implementation of updated features and increased parent utilization website and mobile app as measured by registered users. 4.2: Log of parent education seminars and workshops and attendance rates. 4.3: Analysis of Annual Parent Survey and implementation of strategies to improve any parent survey response areas that received less than a 90% satisfaction rate. 4.4: Annual Parent Survey participation rate. 4.5: Increased parent participation.	4.1: The district has continued to update and expand its website using current technology and its interactive features. Parents continue to use the app based on anecdotal data. The website was updated to a more responsive website template in the winter of 2018. The website has 600 registered users (up from 546 in the previous school year), but app numbers for current families continue to remain unclear. The district will be purchasing Parent Square in order to have a consistent platform for parent communication. Implementation will take place in the 2019-2020 school year. 4.2: The district provided multiple opportunities for parent education and communication on topics such as digital citizenship, character education, school policies, LCAP, and CAASPP testing. Workshops included LCAP meetings and presentations and parent presentations regarding school policies and procedures. Our Parent Education Series focused on the following topics: *Scheduling your Child: Too Much, Not Enough, Just Right *Emotional Awareness, Self-Regulation, and the Zones of Regulation *How to Raise Emotionally Healthy Children (Two Parts) *Stress Management, Calming Strategies, and CAASPP Test Prep

Expected	Actual
18-19 4.1: Expand communication on website through new notification system. Register families to receive alerts. 4.2: Improved attendance at district sponsored activities and/or workshops for parents by including parent input on topics of importance. 4.2: Educate parents to understand and utilize avenues to increase student engagement in learning. 4.3 & 4.4: Maintain participation and satisfaction rates on Annual Parent Survey. 4.5: 10% increase in parent participation on district/school committees. **Baseline** 4.1: 2016-17 results: Parents continue to use the mobile app. 4.2: 2016-17 results: Workshops included: LCAP meetings and presentations Parent Presentations regarding school policies and procedures. This year four parent nights were held. The first one focused on Anti-Bullying and seven parents attended. The second one focused on Promoting Positive Peer Interactions and fourteen parents attended. The third one focused on Cyber Bullying and 150 parents attended. The final night around testing and stress/anxiety management had 15 parents in attendance. 4.3: 2016-17 results: Only one response was less than 90% satisfaction rate. Principals addressed site specific concerns with staff and planned for changes as appropriate to implement in 2017-18 year. 4.4: 2016-17 results: 79% participation rate on survey. Higher than last year's rate of 66%. Incentives to encourage parent participation were created. 4.5: 2016-17 results: Maintained level of parent participation on Strategic Planning, District Curriculum and Advisory Council, School Site Councils.	4.3 & 4.4: The district reviewed and implemented strategies to improve any parent survey response areas that received greater than an 10% dissatisfaction rate. Areas that received greater than 10% dissatisfaction on the parent survey were: *Quality of the Math Program (13%) *Quality of the Science Program (11%) 4.5: Parent representatives from each school, Parents' Club, and the Washington Union Education Foundation (WUEF) will participate on the District Advisory Council, Strategic Planning Committee, and School Site Councils. This year we maintained participation in the District Advisory Council and Strategic Planning Committee, and participation in School Site Councils was maintained. Survey participation was reported out last year at 90%, but the district through the strategic plan decided to change the measure for participation. Had the district reported the same way as last year we would have had an 73% participation rate. Our new baseline measurement is a 52% participation rate.

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
4.1: The district will continue to update website and related features.	4.1: The district has continued to update and expand its website using current technology and its interactive features. Parents continue to use the app based on anecdotal data. The website was updated to a more responsive website template in the winter of 2018. The website has 600 registered users (up from 546 in the previous school year), but app numbers for current families continue to remain unclear.	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2: The district will have improved attendance at district sponsored activities and/or workshops for parents.	4.2: The district saw improved attendance at district sponsored activities and/or workshops for parents.	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 & 4.4: The district will have improved participation and satisfaction rates on Annual Parent Survey.	4.3 & 4.4: 52% of parents completed the survey in April 2019. Areas that received greater than 10% dissatisfaction on the parent survey were: 1) Quality of the Math Program (13%), 2) Quality of the Science Program (11%)	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5: The district will continue to maintain a strong level of parent participation and engagement in decision-making activities for district committees and activities.	4.5: The district continued to maintain a strong level of parent participation and engagement in decision-making activities for district committees and activities.	No Cost - Included in Base Funding $0	No Cost - Included in Base Funding $0

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.

4.1-4.4: The district upgraded its website to help improve communication. There was increased participation and improvement in attendance at Parent Education meetings. In an effort to increase participation on the Parent Satisfaction Survey, each student was offered incentives for parental completion of the survey. There was a concentrated effort on the part of the administrators to increase email communication with families to inform them of events, to highlight news and school happenings, and to disseminate the school newsletters. In addition, all three schools and the district office have a social media presence through Instagram and Twitter.

4.5: Due to an increased awareness through email communication, the district showed increased satisfaction rates on the Annual Parent Survey and the district had more parent participation on district and school committees. Parents are asked to give their input on topics they would like covered at the counselor's Coffee and Conversation topics and on District Advisory Council.

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

As a result of the actions and services described in the plan, the following results were achieved:

*Excluding staff, there are 600 users registered on the district website. Many of them have also downloaded and use the mobile app, which will be replaced next year by Parent Square. All parents and students at the middle school have access to the online grade book in order to track academic progress.

*The return rate for the annual Parent Satisfaction Survey was 52%. Since we are changing the way that we are measuring this data, the 52% return rate will be our baseline measurement.

*Data from the surveys indicates an increase or maintenance of overall parent satisfaction in regards to almost all facets of district operations: curriculum, climate, discipline, communication, and transportation.

*The level of participation on school and district activities increased this year and opportunities for parent education were maintained. By moving the parent education topics from the evening to the morning there was a greatly increased attendance rate. Topics included:
*Scheduling your Child: Too Much, Not Enough, Just Right
*Emotional Awareness, Self-Regulation, and the Zones of Regulation
*How to Raise Emotionally Healthy Children (Two Parts)
*Stress Management, Calming Strategies, and CAASPP Test Prep

Parents are communicated with via emails from principals and teachers. Additionally, administrators share information through the website and have increased their use of social media (Facebook, Instagram and Twitter). Next year, the district will use Parent Square to communicate with parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences in our expenditures for this goal.

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.

This goal will continue in the 2019-2020 school year. The district will continue its efforts to communicate with parents in a variety of ways in order to maintain and improve participation on committees and at district sponsored events. Next year, the district (inclusive of all teachers) will use Parent Square to communicate with parents.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Information was presented at board meetings beginning in April 2019. Presentations with opportunities for input were made available to parents, staff, and community members. Opportunities included School Board meetings, Strategic Planning Committee meetings, District Advisory Council meetings, staff meetings, Parents' Club meetings, Washington Union Education Foundation meetings, and School Site Council meetings at all three sites.

Stakeholders began receiving information and updates regarding the LCAP beginning in October 2018. Presentations were made to each of the groups and participants were given opportunities to view data, make suggestions, and ask questions. LCAP related material was covered at Board meetings throughout the year, staff meeting presentations were made in October; the Strategic Planning Committee received information in January and April. The District Advisory Council was presented with material in October and May. The Parents' Club and the Washington Union Educational Foundation received updates in April and May.

Information around the district's multiple measures, student achievement data, parent surveys, staff surveys, and student surveys were made available to all stakeholders. Strategic Planning meeting minutes are posted on the district's website.

A Public Hearing to allow for additional community input was held at a special board meeting on Tuesday, June 4, 2019 at 5:00 PM.

Approval of the LCAP will take place at a regular board meeting on Wednesday, June 12, 2019.

Consultation meetings were conducted on the following dates:

*District Advisory Council (in lieu of ELAC): October 2018 and May 2019
*Washington Union Education Foundation: November 2019
*Parents' Club: October 2018
*Parent Survey: April 2019
*School Site Council Meetings: All Three Sites - February 2019
*Staff meetings at all three schools: All Three Sites - October 2018
*Strategic Planning: January 23, 2019 & April 24, 2019
*PIR meeting with local SELPA: April 8, 2019

Union leaders are all employed at the sites, and as such, their participation was included mainly through staff meetings and Board meetings. There wasn't any formal process for obtaining student input in grades K-5. At San Benancio, the Student Council had a representative on the School Site Council and student input was generated and/or reported through that committee.

Impact on LCAP and Annual Update

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

Stakeholder feedback was positive and supported continuation of the plan as written. No changes to goals were made to the goals of the LCAP for the 2019-2020 school year. The district will report results when available in order to continue to inform all stakeholder groups. For the next three year plan, the district will look at changing LCAP goals to focus specifically on student achievement.

Stakeholders' comments and suggestions were considered and included where appropriate. Measurement data changes annually, based on the current year's progress results. This was discussed with all groups and at Strategic Planning to ensure understanding.

Input that was gathered is reflected in the district's Strategic Plan. The Strategic Plan is the road map for all the work done in the district and the LCAP is aligned to the plan. The newly revised Strategic Plan is attached. It was modified on April 24, 2019. Academic goals addressed in the LCAP are reflective of the Strategic Plan goal to monitor student achievement through the district's Multiple Measures Index and reflective of the plan outlined through the PIR process. The index measure is a composite of several indicators and the CAASPP score is included in the overall performance level of each student where applicable. The Strategic Plan is a three-year plan updated annually, so goals or objectives related to student performance are not stated in the LCAP beyond 2019-20.

The district has addressed the gap between achievement of all students and students with disabilities and socio-economically disadvantaged students through the PIR process.

Overall, English learners are meeting standards, as measured by the dashboard data. Targeted ELD instruction will continue to be integrated into the school day. Additional aide support will help meet the needs of English Learners at all three sites, as they will each have roughly an equal number next year. Our strategic plan goal was revised to reflect a goal of reclassifying students within five years instead of three years.

The LCAP was revised for the 2019-2020 school year to ensure that all of the concerns of the stakeholders were addressed. Based on feedback, the 2019-2020 LCAP reflects a continued interest in counseling support, increased technology, and support for students not meeting standards as well as a continued effort in maintaining the high academic performance that has become a hallmark of the district.

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)

Unchanged Goal

Goal 1

1. All students will reach high standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Washington Union School District has a long history of achieving high academic standards. The district is committed to achieving those standards through professional development for teachers, RtI support for students, ELD support for English Language Learners, and specialized academic instruction for students of specialized populations. In order to achieve these goals, the district is committed to providing an atmosphere of support for staff, students, and parents. The focus this year will be to close the achievement gap for SPED and SED students and to increase academic achievement in those subgroups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1: Performance on Technology Plan	The district added an additional 88 Chrome	1.1: At Toro Park Elementary School the	1.1: At the district level, infrastructure updates	1.1: Students will increase their

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
objectives as described in annual reports to the Board. Performance measured by teacher observation records. 1.2: Student performance reports using the district's Multiple Measure Index including CAASPP. 1.3: Student performance reports using grades and the CAASPP. 1.4: CELDT and ELPAC results. 1.5: Student performance using the district's Multiple Measures including CAASPP (see data above).	Books from the previous year. The District added and upgraded wireless access points on Chrome Book carts. 1.2: 2016-17 results: ELA - 44% MATH - 43% SCIENCE - 54% 1.3: 16-17 CAASPP scores: The percentage of students in grades 3-8 who met or exceeded standards: ELA: 78% Math: 63% 1.4: 100% of students identified as ELL, reclassified within 5 years, as measured by CELDT. 1.5: ELA - 31%; Math 33% (as measured by district multiple measures).	school purchased 12 Bee-Bots and 12 Easy Scopes, which all teachers were trained in how to use. Additionally, through the use of Title I funding, Toro was able to purchase 50 iPads for student use and to support academic interventions. At Washington Union access points were added to the Chrome Carts. At San Benancio 108 Chrome Books were added, to move closer to a 1:1 device initiative. In addition, infrastructure updates were made to increase wireless performance at all three sites. 1.2: ELA - 32%; Math - 37% (as measured by district multiple measures) 1.2: CAASPP ELA - 75% 1.2: CAASPP Math - 53% 1.3: Science - 24%; Social Studies - 36% (as	were made at all three sites by adding 25 access points and through the purchase of a smart board. Assistive Technology was purchased at two sites (district funding). Through donations from the Washington Union Educational Foundation (WUEF), each school had a Chrome Cart with 30 Chromebooks added. 1.2: ELA Multiple Measure - 64% met or exceeded standards (29% exceeded) 1.2: Math Multiple Measure - 63% met or exceeded standards (30% exceeded) 1.2: CAASPP ELA - 74% 1.2: CAASPP Math - 64% 1.3: Science - 98% met and 2% exceeded standards (as measured by CAST), while 70% met and 20% exceeded expectations (as measured by classroom teachers)	proficiency in the use of technology and successfully access tools and resources to enhance their learning, as measured by teacher observation and administrator reports of seeing increased use of technology in the classroom. 1.2: 50% of students will exceed standards in English language arts and math as measured by district Multiple Measures. 1.2 82% of students in grades 3-8 will meet or exceed standards in English Language Arts as measured by CAASPP. 1.2 68% of students in grades 3-8 will meet or exceed standards in Math as measured by CAASPP. 1.3: 50% of students will exceed standards in science as measured by CAST.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		measured by district grades). 1.4: 100% of students who were initially tested with CEDLT were classified as IFEP. RFEP data pending ELPAC testing. 33% of EL students were reclassified in 2018. 1.4: At Toro Park School, 100% of students who are classified as ELL receive targeted ELD instruction through RtI programs. Students who need additional support receive it during instructional time. Students at Washington receive intensive RtI reading comprehension support daily in the learning center. San Benancio does not have any ELL students enrolled. 1.5: 100% of students who are not proficient have been offered RtI support in the school day and have been recommended for	1.4: 75% of students who were initially tested with ELPAC were classified as Initial Fluent English Proficient (IFEP). 46% of EL students were reclassified in 2019. 1.4: At Toro Park School, 100% of students who are classified as ELL receive targeted ELD instruction through RtI programs. Students who need additional support receive it during instructional time. Students at Washington receive intensive RtI reading comprehension support daily through RtI. San Benancio supports students through the learning center. The ELL students at San Benancio are also new to the school this year, and their academic progress is being monitored. 1.5: 100% of students who are not proficient have been offered RtI	1.4: ELL students will be reclassified within five years of being designated as EL. 1.4: Students will receive appropriate instruction in English Language Development within the general education classroom through the support of a reading/ELD aide. 1.5: 100% of students who are not proficient will be offered extended learning services (RtI and Summer School).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		summer school. In the summer of 2017, 65% of students who were offered summer school attended. Parents do not send students for a variety of reasons ranging from lack of child care (summer school is a half day program) to private tutoring. In the summer of 2018, 51% of students who were offered summer school attended.	support in the school day and have been recommended for summer school. In the summer of 2018, 51% of students who were offered summer school attended. Parents do not send students for a variety of reasons ranging from lack of child care (summer school is a half day program) to private tutoring.	

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 with Disabilities
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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)

Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.1-1.5: District supported existing positions, services, and materials to educate students.	1.1-1.5: District supported existing positions, services, and materials to educate students.	1.1-1.5: District will support existing positions, services, and materials to educate students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,363,940	$4,436,791	$4,563,365
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Includes object codes 1000-5999: 1000-1999: $2,774,912 2000-2999: $278,490 3000-3999: $1,246,301 4000-4999: $22,180 5000-5999: $41,903	Includes object codes 1000-5999: 1000-1999: $2,827,335 2000-2999: $267,906 3000-3999: $1,263,208 4000-4999: $27,914 5000-5999: $50,428	Includes object codes 1000-5999: 1000-1999: $2,843, 047 2000-2999: $261,926 3000-3999: $1,292,312 4000-4999: $119,946 5000-5999: $46,134
Amount	$30,582	$26,496	$26,550
Source	Title I	Title I	Title I
Budget Reference	Includes object codes 2000-4999	Includes object codes 2000-4999	Includes object codes 2000-4999

Amount	$39,000	$25,700	$30,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$265,998	$256,823	$229,486
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	Includes object codes 1000-5999: 1000-1999: $48,618 2000-2999: $55,406 3000-3999: $49,834 4000-4999: $66,783 5000-5999: $45,357	Includes object codes 1000-5999: 1000-1999: $50,269 2000-2999: $59,072 3000-3999: $52,959 4000-4999: $60,721 5000-5999: $33,802	Includes object codes 1000-5999: 1000-1999: $50,755 2000-2999: $59,001 3000-3999: $54,915 4000-4999: $31,319 5000-5999: $33,496
Amount	$1,336,978	$1,273,807	$1,451,012
Source	Special Education	Special Education	Special Education
Budget Reference	Includes object codes 1000-7999: 1000-1999: $275,983 2000-2999: $233,116 3000-3999: $150,948 4000-4999: $2,200 5000-5999: $550,083 7000-7999: $124,648	Includes object codes 1000-7999: 1000-1999: $288,375 2000-2999: $198,299 3000-3999: $156,447 4000-4999: $4,000 5000-5999: $603,740 7000-7999: $22,946	Includes object codes 1000-5999: 1000-1999: $296,215 2000-2999: $218,540 3000-3999: $170,424 4000-4999: $4,250 5000-5999: $690,922 7000-7999: $70,661

Amount	$0	$12,085	$22,587
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Aide Support - Includes object Codes 2000-4999	Aide Support - Includes object Codes 2000-4999: 2000-2999: $9,451 3000-3999: $2,634 4000-4999: $0	Aide Support - Includes object Codes 2000-4999: 2000-2999: $17,032 3000-3999: $5,285 4000-4999: $0

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

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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.2: District provided technology for students/staff to enhance Common Core State Standards and NGSS Implementation.	1.2: District provided technology for students/staff to enhance Common Core State Standards and NGSS Implementation.	1.2: District will provide technology for students/staff to enhance Common Core State Standards, NGSS Implementation and 21st Century skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,637	$4,000	$6,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$8,706	$800	$6,000
Source	Base	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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

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

1.3 Report card grades were monitored to determine progress toward social studies and science standards.	1.3 Report card grades were monitored to determine progress toward social studies and science standards.	1.3 Report card grades will be monitored to determine progress toward social studies and science standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	No Cost- Included in Base Funding, Goal 1.1-1.5	No Cost- Included in Base Funding, Goal 1.1-1.5	No Cost- Included in Base Funding, Goal 1.1-1.5

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
Specific Student Groups: English Language Learners
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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)

English Learners
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4: CELDT and ELPAC scores were used to measure language acquisition. District Multiple Measures Index were used to monitor academic achievement.	1.4: ELPAC scores were used to measure language acquisition. District Multiple Measures Index were used to monitor academic achievement.	1.4: ELPAC scores will be used to measure language acquisition. District Multiple Measures Index will be used to monitor academic achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	No Cost- Included in Base Funding, Goal 1.1-1.5	No Cost- Included in Base Funding, Goal 1.1-1.5	No Cost- Included in Base Funding, Goal 1.1-1.5

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)

All

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
Unchanged Action	Unchanged Action	Unchanged Action

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

1.5: RtI was implemented to meet academic needs of all learners: advanced learners, challenged learners, English language learners, and special population students.	1.5: RtI was implemented to meet academic needs of all learners: advanced learners, challenged learners, English language learners, and special population students and began with Tier I supports.	1.5: RtI will be implemented to meet academic needs of all learners: advanced learners, challenged learners, English language learners, and special population students and will begin with Tier I supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,390	$6,959	$6,897
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$2,664	$2,989	$3,066
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$0	$9,429	$9,446
Source	Title IV	Title IV	Title IV
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5: Extended learning time during the school day and summer school will be provided to students who need additional support.	1.5: Extended learning time during the school day and summer school was provided to students who needed additional support.	1.5: Extended learning time during the school day and summer school will be provided to students who need additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,442	$11,069	$11,778
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Extended Learning	1000-1999: Certificated Personnel Salaries Extended Learning	1000-1999: Certificated Personnel Salaries Extended Learning
Amount	$3,497	$4,154	$4,925
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Extended Learning	3000-3999: Employee Benefits Extended Learning	3000-3999: Employee Benefits Extended Learning

Amount	$12,600	$11,550	$12,600
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School	1000-1999: Certificated Personnel Salaries Summer School	1000-1999: Certificated Personnel Salaries Summer School
Amount	$6,721	$5,356	$5,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Summer School	2000-2999: Classified Personnel Salaries Summer School	2000-2999: Classified Personnel Salaries Summer School
Amount	$3,378	$3,482	$4,239
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Summer School	3000-3999: Employee Benefits Summer School	3000-3999: Employee Benefits Summer School
Amount	$0	$10,048	$2,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1-1.5: District continued existing transportation services to ensure student access to high quality education.	1.1-1.5: District continued existing transportation services to ensure student access to high quality education.	1.1-1.5: District will continue existing transportation services to ensure student access to high quality education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$128,346	$125,803	$136,279
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$72,613	$75,282	$82,247
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$54,500	$63,381	$62,959
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	$43,254	$48,947	$43,951
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	- $8,700	- $8,845	- $8,850
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs
Amount	$0	$0	$4,583
Source	Other	Other	Other
Budget Reference	Not Allocated - Class Prof.	Not Allocated - Class Prof	2000-2999: $1,752 3000-3999: $468 5000-5999: $2,363
Amount	$0	$0	$33,386
Source	Other	Other	Other
Budget Reference	Not Allocated - Low Performing Student Block Grant	Not Allocated - Low Performing Student Block Grant	1000-1999: $4,380 2000-2999: $23,604 3000-3999: $3,652 5000-5999: $1,750

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)

Unchanged Goal

Goal 2

2. All students will be taught by highly qualified staff and will learn in welcoming, well-maintained facilities that are functional and dynamic.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Highly qualified teachers promote rigorous learning for all students and are also able to work with students at varying levels to give them the support they need. Well-maintained facilities promote an environment that is conducive to learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2:1: Percent of highly qualified staff. 2.1: Attendance in program and successful completion. 2.2: Teacher evaluations of training sessions, log of professional development opportunities.	2.1: The district hired five highly qualified teachers at the beginning of the 2016-17 school year. 100% of teachers are highly qualified. 2016-17 results: Five teachers are currently involved in the Induction Program with four	2.2: Teachers have participated in several trainings through the County Office of Education and various agencies. These include: Classroom Management Seminar, Next Generation Science Implementation, Transitional Kindergarten Network,	2.1: 98% of teachers are highly qualified. Class sizes are maintained K-5 at a ratio of no greater than 24:1 at Toro Park and 28:1 at Washington Union to support individualized and targeted student instruction.	2.1: 100% of the teachers being highly qualified. 2.2: Teachers will participate in practicum workshops and share out what they've learned to support the implementation of Common Core State

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.3: Classroom observation, teacher feedback. 2.4: Facility Inspection Tool (FIT), student, staff, and parent surveys.	coaches supporting them. 2.2: 2016-17 results: 98% of teachers report they receive adequate training. Workshops included: • Understanding new ELA adoption • Next Generation Science Standards • Social Studies Framework 2.3: 2016-17 results: Site based staff development was provided based on identified needs by staff. Staff Development was individualized by school site and provided by teaching or administrative staff. All students have access to instructional technology. The district purchased 88 additional Chrome Books for student use this year. Workshops included:	Autism Professional Training and Information Network, Aquarium Summer Teacher Institute, Super School Teacher Training Seminars, Social Studies/History Framework, IXL Training, Alternatives to Suspension, Project Based Learning, Oppositional Defiance Disorder, Trauma Informed Teaching, the MTSS Network, Barbara Coloroso Anti-Bullying Seminar, and Math Centers Implementation. 6 teachers also participated in the Induction Program. 2.3: At San Benancio Middle School teachers received training to help implement coding in the classroom. At Toro Park school teachers had professional development around newly purchased Bee Bots (used 12 times since purchase in February), Easy Scopes (used 15 times since purchase in February),	2.2: Teachers participated in several trainings through the County Office of Education and various agencies. These include: Next Generation Science Implementation, Effective Math Instruction, Equity in Education, Transitional Kindergarten Network, Trauma Informed Teaching, Universal Design for Learning, Teacher and Student Technology, Positive Behavior Intervention Systems, and using Google Forms for Assessments. Five teachers also participated in the Induction Program. 2.3: All teachers were offered technology training around Quizziz, Formative, Socrative, Quizlet and how to use Google Forms for assessments. The technology director attended the Lead Three Conference and San	Standards and NGSS Standards. 2.3: Staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's (2018-2021) Technology Plan. 2.4: District will continue to implement a three-year Deferred Maintenance Plan based on identified projects.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Educational Technology Academy, Google Level 1 certification, Technology in the Classroom. 2.4: FIT identified all school sites are in good condition. 97% of the teachers report that the environment is orderly and supports learning. 95% of the parents report the facilities are well-maintained.	and iPads (used 10 times since purchase in April). 2.4: At Toro Park School, the projects that have been completed are: Repair roof in Room A and main office building, repair gutters, paint trim, Kindergarten Roof Repair, and tree removal. At Washington Union School, the projects that have been completed are: New sewer line, 2 new septic tank pumps, and surplus supply removal. At San Benancio Middle School, the projects that have been completed are: Repair HVAC system in MPR and rooms 1-9 and Air Conditioning replaced in rooms 1-9.	Benancio teachers learned how to use IXL. 2.4: At Toro Park School, the projects that have been completed were: tree removal in the parking lot and replacement of carpet in five classrooms. At Washington Union School, the projects that have been completed are: painting of the fifth grade building, replacement of a water pump, and roof repair. At San Benancio Middle School, the projects that have been completed are: blacktop reseal and roof repairs.	

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)
All	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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.1: 95% staff was highly qualified. Those new to the teaching profession will be supported through an Induction Program.	2.1: 98% staff was highly qualified. Those new to the teaching profession will be supported through an Induction Program.	2.1: 100% staff will be highly qualified. Those new to the teaching profession will be supported through an Induction Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,800	$9,000	$7,200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries Induction Program	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$1,965	$1,791	$1,462
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits Induction Program	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$770	$0	$0
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Induction Program	4000-4999: Books And Supplies Induction Program	4000-4999: Books And Supplies Induction Program
Amount	$200	$0	$6,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Induction Program	5000-5999: Services And Other Operating Expenditures Included in the base	5000-5999: Services And Other Operating Expenditures Included in the base
Amount	$3,750	$7,500	$0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness - Induction Program	5000-5999: Services And Other Operating Expenditures Educator Effectiveness - Induction Program	5000-5999: Services And Other Operating Expenditures Educator Effectiveness - Induction Program
Amount	$2,980	$0	$0
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Induction Program	5000-5999: Services And Other Operating Expenditures Induction Program	5000-5999: Services And Other Operating Expenditures Induction Program

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

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Teachers attended workshops and/or training related to the implementation of Common Core State Standards and NGSS Standards.	2.2 Teachers attended workshops and/or training related to the implementation of Common Core State Standards, NGSS Standards, and 21st Century Skills.	2.2 Teachers will attend workshops and/or training related to the implementation of Common Core State Standards, NGSS Standards, and 21st Century Skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,014	$6,000	$6,000
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$1,045	$830	$840
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$515	$98	$100
Source	Title II	Title II	Title II
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$616	$1,554	$1,559
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$3,957	$0	$0
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Educator Effectiveness	1000-1999: Certificated Personnel Salaries Educator Effectiveness - No more funding	1000-1999: Certificated Personnel Salaries Educator Effectiveness - No more funding
Amount	$425	$0	$0
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$7,091	$0	$0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness	5000-5999: Services And Other Operating Expenditures Educator Effectiveness - No more funding	5000-5999: Services And Other Operating Expenditures Educator Effectiveness - No more funding

Amount	$3,468	$3,700	$2,000
Source	Other	Other	Other
Budget Reference	Orange CO SUMS - Object Codes 1000-5999: 1000-1999: $1,780 2000-2999: $120 3000-3999: $234 4000-4999: $84 5000-5999: $1,250	Orange CO SUMS - Object Codes 1000-5999: 1000-1999: $1,140 2000-2999: $0 3000-3999: $126 4000-4999: $2,184 5000-5999: $250	Orange CO SUMS - Object Codes 1000-5999: 1000-1999: Not Allocated, Dependent upon need 2000-2999: Not Allocated, Dependent upon need 3000-3999: Not Allocated, Dependent upon need 4000-4999: $2,000 5000-5999: Not Allocated, Dependent upon need
Amount	$8,080	$5,104	$810
Source	Other	Other	Other
Budget Reference	MCOE MTSS SUMS - Object Codes 1000-5999: 1000-1999: $4,220 3000-3999: $483 4000-4999: $366 5000-5999: $3,011	MCOE MTSS SUMS - Object Codes 1000-5999: 1000-1999: $0 2000-2999: $104 3000-3999: $29 4000-4999: $0 5000-5999: $4,971	MCOE MTSS SUMS - Object Codes 1000-5999: 1000-1999: Not Allocated, Dependent upon need 3000-3999: Not Allocated, Dependent upon need 4000-4999: Not Allocated, Dependent upon need 5000-5999: $810
Amount	$0	$0	$2,800
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Social Studies Adoption Training

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)
All	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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.3: Teachers received training and implemented said training related to needs identified from the district Technology Plan.	2.3: Teachers received training and implemented said training related to needs identified from the district Technology Plan.	2.3: Teachers will receive training and implement said training related to needs identified from the district Technology Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$2,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.4: District developed a three-year Deferred Maintenance Plan.	2.4: District continued work on a three-year Deferred Maintenance Plan.	2.4: District will continue to implement the three-year Deferred Maintenance Plan and identify additional projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,132	$38,246	$0
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

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

All	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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.5: District funded all existing positions and services relating to care of facilities.	2.5: District funded all existing positions and services relating to care of facilities.	2.5: District will fund all existing positions and services relating to care of facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$226,061	$239,436	$248,217
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$118,792	$130,500	$135,864
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$28,384	$30,358	$32,240
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$212,105	$200,606
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$219,308	$22,744	$0
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	$9,993	$0	$0
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$75,278	$77,292	$95,490
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$41,848	$44,609	$57,655
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$12,000	$12,000	$13,500
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$45,989	$37,181	$83,863
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

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)

Unchanged Goal

Goal 3

3. All students will enjoy a friendly, respectful, and safe learning environment that encourages responsibility.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

School climate improves academic achievement and learning. It is the goal of the Washington Union School District to keep students in the classroom and acknowledge appropriate behaviors, as well as provide alternatives to suspension and expulsion.

Academic and social-emotional growth of all students will be monitored through the implementation of MTSS (multi-tiered system of supports). Under the MTSS umbrella, safeguards such as a progressive behavioral intervention plan will be implemented to ensure students are in the classroom as much as possible. This alternative to suspension is an effort to address the gaps for identified subgroups; specifically, Special Education students, socioeconomically disadvantaged students, and Hispanic students. Additionally, all students will have access to the school counselor.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1: Staff, student and parent surveys. 3.2: Staff, student and parent surveys, 2017-18 survey results. 3.3: Staff, student and parent surveys, 2017-18 survey results. 3.4: Log of Digital citizenship education opportunities. 3.5: Monitoring of monthly attendance reports, student surveys.	3.1: 2016-17 results: 3.1, 3.2 & 3.3: Surveys administered March 2017. Parents, staff and students all report improvement on questions related to positive school climate. Parent response: Students show respect for each other. 2015: 89%, 2016: 89%, 2017: 92% Discipline is fair and consistent. 2015: 90%, 2016: 90%, 2017: 93% Campus/playground supervisors are effective and helpful. 2015: 92%, 2016: 95%, 2017: 94% Staff response: I work with people who treat me with respect. 2015: 100%, 2016: 98%, 2017: 99% The environment at my school is orderly and supports learning. 2015: 98%, 2016: 100%, 2017: Question omitted in 2017 Student response:	3.1, 3.2, 3.3: Surveys were administered in March 2018. Parent response: Students show respect for each other. 2016: 89%, 2017: 92%, 2018: 90% Discipline is fair and consistent. 2016: 90%, 2017: 93%, 2018: 90% Campus/playground supervisors are effective and helpful. 2016: 95%, 2017: 94%, 2018: 88% Staff response: I work with people who treat me with respect. 2016: 98%, 2017: 99%, 2018: 92% Student response: I am safe. 2016: 91%, 2017: 98%, 2018: 97% My teacher treats me with respect. 2016: 80%, 2017: 94%, 2018: 92%	3.1, 3.2, & 3.3: Parent surveys were administered in April 2019. Response options for parents were very satisfied, satisfied, dissatisfied, very dissatisfied and no opinion. Parent satisfaction rates: Students show respect for each other. 2017: 92%, 2018: 90%, 2019: 90% Discipline is fair and consistent. 2017: 93%, 2018: 90%, 2019: 90% Campus/playground supervisors are effective and helpful. 2017: 94%, 2018: 88%, 2019: 95% Staff and student surveys were administered in May 2019. Response options for staff and students were strongly agree, agree, disagree, strongly disagree and no opinion.	3.1 & 3.3: Improved reports/survey results of positive school climate. 3.2: Improved student behavior, reduction in suspensions, and 0% middle school drop outs. 3.4: Digital citizenship education. 3.5: Student ADA will be 98%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	I am safe. 2015: 94%, 2016: 91%, 2017: 98% My teacher treats me with respect. 2015: 89%, 2016: 80%, 2017: 94% I know what I am supposed to be learning in class. 2015: 92%, 2016: 91%, 2017: 96% Students are treated fairly by the teachers. 2015: 79%, 2016: 82%, 2017: 86% Students are treated fairly by the principal. 2015: 88%, 2016: 86%, 2017: 95% Students are treated fairly by people on yard duty. 2015: 78%, 2016: 72%, 2017: 82% Students at my school treat me with respect. 2015: 77%, 2016: 70%, 2017: 84% Students at my school are friendly. 2015: 82%, 2016: 72%, 2017: 92% 3.2: Student behavior has improved overall. Suspensions:	I know what I am supposed to be learning in class. 2016: 91%, 2017: 96%, 2018: 94% Students are treated fairly by the teachers. 2016: 82%, 2017: 86%, 2018: 88% Students are treated fairly by the principal. 2016: 86%, 2017: 95%, 2018: 97% Students are treated fairly by people on yard duty. 2016: 72%, 2017: 82%, 2018: 89% Students at my school treat me with respect. 2016: 70%, 2017: 84%, 2018: 80% Students at my school are friendly. 2016: 72%, 2017: 92%, 2018: 87% Student behavior has improved overall. Suspensions: 2015-16: Toro Park: 0, Washington Union: 4, San Benancio: 1 2016-17: Toro Park: 0, Washington Union: 1, San Benancio: 4	Staff satisfaction rates: I work with people who treat me with respect. 2017: 99%, 2018: 92%, 2019: 90% Student satisfaction rates: I am safe. 2017: 98%, 2018: 97%, 2019: 96% My teacher treats me with respect. 2017: 94%, 2018: 92%, 2019: 94% I know what I am supposed to be learning in class. 2017: 96%, 2018: 94%, 2019: 94% Students are treated fairly by the teachers. 2017: 86%, 2018: 88%, 2019: 87% Students are treated fairly by the principal. 2017: 95%, 2018: 97%, 2019: 96% Students are treated fairly by people on yard duty. 2017: 82%, 2018: 89%, 2019: 87% Students at my school treat me with respect. 2017: 84%, 2018: 80%, 2019: 78%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2014-15: Toro Park: 0, Washington Union: 1, San Benancio: 6 2015-16: Toro Park: 0, Washington Union: 4, San Benancio: 1 2016-17: Toro Park: 0, Washington Union: 1, San Benancio: 4 3.3: Maintained Character Education program and added Sanford Harmony. Students and parents participated in assemblies: Bucket Fillers for Life, Character Show. 3.4: 2016-17 results: Parent nights about digital citizenship and cyber-bullying were held. The parent night with a focus on Anti-Bullying and digital citizenship had seven parents in attendance. The parent night about Cyber Bullying had 150 parents in attendance. 3.5: 2016-17 results: P-2 attendance rate was 96.6%.	2017-18: Toro Park: 0, Washington Union: 2, San Benancio: 6 3.4: Digital citizenship was offered to all students in grades 4-6 through Common Sense Media. 3.5: ADA at Toro Park for 2017-2018 was 95.5%. ADA at Washington Union for 2017-2018 was 96%. ADA at San Benancio for 2017-2018 was 96%.	Students at my school are friendly. 2017: 92%, 2018: 87%, 2019: 84% Student behavior has improved overall, with a decreased number of suspensions. Suspensions: 2016-17: Toro Park: 0, Washington Union: 1, San Benancio: 4 2017-18: Toro Park: 0, Washington Union: 2, San Benancio: 6 2018-19: Toro Park: 0, Washington Union: 1, San Benancio: 6 Expulsions: San Benancio had one expulsion this year and the enforcement was suspended. 3.4: Digital citizenship was offered to all students in grades 4-6 through Common Sense Media. The counselor gave a parent education seminar to talk about internet safety and digital citizenship.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			3.5: ADA at Toro Park for 2018-2019 was 96.4% ADA at Washington Union for 2018-2019 was 96.0% ADA at San Benancio for 2018-2019 was 96.5% Washington Union's chronic absenteeism rate was blue because it was very low and declined.	

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

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1: District maintained counseling services.	3.1: District maintained counseling services for implementation of Tier I, II, and III supports.	3.1: District will maintain counseling services for implementation of Tier I, II, and III supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,898	$59,980	$61,713
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$16,529	$20,735	$21,359
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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

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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2: District administered student, parent, and staff surveys to monitor school climate.	3.2: District administered student, parent, and staff surveys to monitor school climate.	3.2: District will administer student, parent, and staff surveys to monitor school climate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding

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)
All	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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.3: District enhanced the Character Counts program through increased assemblies, activities and community projects.	3.3: District continued the Character Counts program through increased assemblies, activities and community projects.	3.3: District will enhance the character education program through increased assemblies, activities and community projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding
Budget Reference			

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)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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]	LEA-wide [Add Scope of Services selection here]	All Schools [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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.4: The district planned for workshops to educate students and parents about digital citizenship.	3.4: The district planned for workshops to educate students and parents about digital citizenship.	3.4: The district will plan for workshops that can be used to educate students and parents about digital citizenship.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5: The district educated parents about importance of attendance and attendance rate to improve attendance rate to 98%.	3.5: The district educated parents about importance of attendance and attendance rate to improve attendance rate to 98%.	3.5: The district will educate parents about importance of attendance and attendance rate to improve attendance rate to 98%.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding

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)

Unchanged Goal

Goal 4

The district will promote and develop positive relations with all segments of the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Positive relations with all segments of the school community foster a strong school, home, and community connection to promote a positive learning environment. It's important that all stakeholders receive the same messages to support the district. With declining enrollment, community partnerships help promote the schools. Parents and community members support the school both financially and through volunteerism.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.1: Ongoing implementation of updated features and increased parent utilization of communication between families and the district.	4.1: 2016-17 results: Parents continue to use the mobile app. 4.2: 2016-17 results: Workshops included: LCAP meetings and Parent Presentations	4.1: The district has continued to update and expand its website using current technology and its interactive features. Parents continue to use the app based on anecdotal data. The	4.1: The district has continued to update and expand its website using current technology and its interactive features. Parents continue to use the app based on anecdotal data. The	4.1: Expand communication on website and through Parent Square. We will work with families to register them to receive alerts.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.2: Log of parent education seminars and workshops and attendance rates. 4.3: Analysis of Annual Parent Survey and implementation of strategies to improve any parent survey response areas that received less than a 90% satisfaction rate. 4.4: Annual Parent Survey participation rate. 4.5: Increased parent participation.	regarding school policies and procedures. This year four parent nights were held. The first one focused on Anti-Bullying and seven parents attended. The second one focused on Promoting Positive Peer Interactions and fourteen parents attended. The third one focused on Cyber Bullying and 150 parents attended. The final night around testing and stress/anxiety management had 15 parents in attendance. 4.3: 2016-17 results: Only one response was less than 90% satisfaction rate. Principals addressed site specific concerns with staff and planned for changes as appropriate to implement in 2017-18 year. 4.4: 2016-17 results: 79% participation rate on survey. Higher than last year's rate of 66%.	website was updated to a more responsive website template in the winter of 2018. The website has 546 registered users, but app numbers for current families remain unclear. 4.2: The district provided multiple opportunities for parent education and communication on topics such as website use, digital citizenship, character education, school policies, LCAP, and Common Core State Standards. Workshops included LCAP meetings and presentations and parent presentations regarding school policies and procedures. Our Parent Education Series focused on the following topics: Positive Peer Interactions, Internet Safety and Cyber Bullying, Stress Management and CAASPP Testing, and Coping with Grief and Loss.	website was updated to a more responsive website template in the winter of 2018. The website has 600 registered users (up from 546 in the previous school year), but app numbers for current families continue to remain unclear. The district will be purchasing Parent Square in order to have a consistent platform for parent communication. Implementation will take place in the 2019-2020 school year. 4.2: The district provided multiple opportunities for parent education and communication on topics such as digital citizenship, character education, school policies, LCAP, and CAASPP testing. Workshops included LCAP meetings and presentations and parent presentations regarding school policies and procedures. Our Parent Education	4.2: Improved attendance at district sponsored activities and/or workshops for parents by including parent input on topics of importance. 4.2: Educate parents to understand and utilize avenues to increase student engagement in learning. 4.3 & 4.4: Increase participation to 70% and monitor satisfaction rates on Annual Parent Survey. 4.5: 10% increase in parent participation on district/school committees.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Incentives to encourage parent participation were created. 4.5: 2016-17 results: Maintained level of parent participation on Strategic Planning, District Curriculum Advisory Council, School Site Councils.	4.3 & 4.4: The district reviewed and implemented strategies to improve any parent survey response areas that received greater than a 10% dissatisfaction rate. Areas that received greater than 10% dissatisfaction on the parent survey were: *The Quality of the Math Program (12% dissatisfied). 4.5: Parent representatives from each school, Parents' Club, and WUEF participated on the District Advisory Council, Strategic Planning Committee, and School Site Councils. This year we maintained participation in the District Advisory Council and Strategic Planning Committee, and increased participation in School Site Councils by 20%. Survey participation increased by 11% this year.	Series focused on the following topics: *Scheduling your Child: Too Much, Not Enough, Just Right *Emotional Awareness, Self-Regulation, and the Zones of Regulation *How to Raise Emotionally Healthy Children (Two Parts) *Stress Management, Calming Strategies, and CAASPP Test Prep To promote parent participation for parents of unduplicated students and individuals with exceptional needs, the district communicates with them in a variety of ways. We post on the website, send email invites, paper invites and call parents to invite them. They are invited to events and invited to serve on committees. 4.3 & 4.4: The district reviewed and implemented strategies to improve any parent survey response areas that received greater	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			than an 10% dissatisfaction rate. Areas that received greater than 10% dissatisfaction on the parent survey were: *Quality of the Math Program (13%) *Quality of the Science Program (11%) 4.5: Parent representatives from each school, Parents' Club, and the Washington Union Education Foundation (WUEF) participated on the District Advisory Council, Strategic Planning Committee, and School Site Councils. This year we maintained participation in the District Advisory Council and Strategic Planning Committee, and participation in School Site Councils was maintained. Survey participation was reported out last year at 90%, but the district through the strategic plan decided to change the measure for	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			participation. Had the district reported the same way as last year we would have had a 73% participation rate. Our new baseline measurement is a 52% participation rate.	

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

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

4.1: The district continued to update website and related features.	4.1: The district continued to update website and related features.	4.1: The district will continue to update website and related features. The District will fund Parent Square to increase parent communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			Other
Budget Reference	No Cost - Included in Base Funding		No Cost - Included in Base Funding

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

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

2017-18	2018-19	2019-20
4.2: The district had improved attendance at district sponsored activities and/or workshops for parents.	4.2: The district had improved attendance at district sponsored activities and/or workshops for parents.	4.2: The district will have improved attendance at district sponsored activities and/or workshops for parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding

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

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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.3 & 4.4: The district had improved participation and satisfaction rates on Annual Parent Survey.	4.3 & 4.4: The district had improved participation and satisfaction rates on Annual Parent Survey.	4.3 & 4.4: The district will have improved participation and satisfaction rates on Annual Parent Survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding

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)

All

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
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.5: The district continued to maintain a strong level of parent participation in all district committees and activities.	4.5: The district continued to maintain a strong level of parent participation and engagement in decision-making activities for district committees and activities.	4.5: The district will continue to maintain a strong level of parent participation and engagement in decision-making activities for district committees and activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Budget Reference	No Cost - Included in Base Funding	No Cost - Included in Base Funding	No Cost - Included in Base Funding

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)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$152,628	2.17%

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 the 2019-2020 fiscal year, WUSD will received approximately $152,628 in supplemental funding. Washington Union School District has allocated its supplemental funding to summer school intervention, counseling services, and early ELA/ELD intervention support through a 5.5 hour instructional aide.

The percentage of unduplicated pupils did not meet the percentage required for concentration grant funding; therefore the district only received the base grant and supplemental grant funding.

Summer school was selected as a service available to all students, but students who are unduplicated and in special education are given first priority because it provides targeted and specific instructional time beyond the normal school year. Students who are recommended by their teachers will receive four weeks of intensive intervention for Language Arts and Math. The criteria for selecting students is that they must fall into one of the unduplicated subgroup categories and need academic assistance, or academic assistance may be the only area of need for the student. Class sizes are as follows to ensure individualized support: Kindergarten and 1st grade combo - 14 students, 2nd and 3rd grade combo - 14 students, 4th and 5th grade combo - 11 students, 6th and 7th grade combo - 18 students. The cost associated with summer school includes materials and supplies, a principal, a secretary, a custodian, four teachers, two special education instructional aides, and a speech and language pathologist.

Maintaining a full-time counseling position was identified as an area to use supplemental funding on because the counselor can effectively assist in the needs of all students, and is highly qualified to assist with students who fall into one of the unduplicated subgroups. The counselor provides Tier I, Tier II and Tier III supports by working with the students in a whole class setting, small

group setting, or in one-on-one setting. Counseling services include family difficulties, ability awareness, social skills, peer interactions, conflict resolution, and parent education.

With the increase in supplemental funding for the 19-20 school year, a five and a half hour aide position will be created to help support students who need reading support and intervention at Toro Park. In the 18-19 school year, it was noted that some students needed extra Tier I and Tier II supports in regards to developing ELA proficiencies. A reading intervention aide will help to support the students in small targeted groups during the morning Language Arts time to work on skills that need further instruction and will provide added assistance to ensure student success at Toro Park. Having an extra support staff allows us to be more proactive and less reactive when it comes to fluency and reading comprehension, in addition to giving students more skills under the MTSS Framework to be successful.

At San Benancio, supplemental funding has been allocated to support struggling and at-risk students during the activity period, the last thirty-five minutes of the day. Two teachers will see students each week who are considered to be the most at-risk. They are supported academically and organizationally to help ensure they can be successful in school. During that same time, two other teachers support students each week for targeted, small group, math instruction and remediation. The focus is to support foundational skills and give students targeted remediation for skills being learned currently at their grade level. After school, another teacher gives targeted math remediation to 6th grade students during an after school tutorial. The group is small, no bigger than 15 students, to ensure targeted instruction and support struggling students in math.

For the 2019-2020 school year WUSD will receive $152,628 for supplemental services. This funding will be principally directed for unduplicated students and has been allocated to summer school, district-wide counseling services and early reading intervention through aide support.

Quantitatively – The expenditure of Local Control Funding Formula (LCFF) Supplemental funds to maintain full-time counseling services, continue the Summer School program, provide student tutorial at San Benancio, and add a five and a half hour aide at Toro Park.

Qualitatively – Students will have access to counseling services with support and assistance for a variety of academic, social and emotional needs through the counselor. Students who need additional instructional support will be afforded with the opportunity for remediation and support to improve and/or maintain academic progress. Using supplemental funding allows Washington Union School District to provide students with Tier I, Tier II, and Tier III supports for early reading intervention through a new aide position that's being added. Students at San Benancio who need additional academic support are supported through two teachers during activity period and one teacher after school. Students are supported with both foundational math skills and targeted remediation and the most at-risk students are selected to attend.

These expenditures exceed the LCFF minimum proportionality requirements. Washington Union School District also provides a

significant level of additional service beyond the supplemental services. These services far exceed the proportionality of the funding we receive for students who fall within designated subgroups and those who do not.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$125,753	1.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

During the 2018-2019 fiscal year, WUSD received approximately $136,476 in supplemental funding and spent $138,459. Washington Union School District allocated its supplemental funding to summer school intervention, counseling services, and instructional aide support.

The percentage of unduplicated pupils did not meet the percentage required for concentration grant funding; therefore the district only received the base grant and supplemental grant funding.

Summer school was selected as a service available to all students, but students who are unduplicated and in special education are given first priority because it provides targeted and specific instructional time beyond the normal school year. Students who are recommended by their teachers will receive four weeks of intensive intervention for Language Arts and Math. The criteria for selecting students is that they must fall into one of the unduplicated subgroup categories and need academic assistance, or academic assistance may be the only area of need for the student. Class sizes are as follows to ensure individualized support: Kindergarten and

1st grade combo - 15 students, 2nd and 3rd grade combo - 15 students, 4th and 5th grade combo - 22 students, 6th and 7th grade combo - 13 students. The cost associated with summer school includes materials and supplies, a principal, a secretary, a custodian, four teachers, two special education instructional aides, and a speech and language pathologist.

Maintaining a full-time counseling position was identified as an area of need because the counselor can effectively assist with the needs of all students, and is highly qualified to assist with students who fall into one of the unduplicated subgroups. The counselor provides Tier I, Tier II and Tier III supports by working with the students in a whole class setting, small group setting, or in one-on-one setting. Counseling services include family difficulties, ability awareness, social skills, peer interactions, conflict resolution, and parent education. Unduplicated students are targeted to receive services from the counselor, though she works with all students who need support.

With the increase in supplemental funding for the 18-19 school year, a four-hour aide position was created to help support students academically, behaviorally, and socially at Toro Park. In the 17-18 school year, it was noted that some students needed extra Tier I and Tier II supports in regards to academics, behavior, and social-emotional development. An aide helped to support the students in small targeted groups during the morning Language Arts and Math time to work on skills that need further instruction and will provide added assistance to ensure student success at Toro Park. Having an extra support staff allowed us to be more proactive and less reactive, in addition to giving students more skills under the MTSS Framework to be successful.

At San Benancio, supplemental funding has been allocated to support struggling and at-risk students during the activity period, the last thirty-five minutes of the day. One of the teachers sees 12-15 students each week who are considered to be the most at-risk. They are supported academically and organizationally to help ensure they can be successful in school. During that same time, two other teachers support 15 to 18 students per day for targeted, small group, math instruction and remediation. The focus is to reinforce foundational skills and give students targeted remediation for skills being learned currently at their grade level. After school, another teacher gives targeted math remediation to 6th grade students during an after school tutorial. The group is small, no bigger than 12 students, to ensure targeted instruction and support struggling students in math.

The $136,476 received for supplemental services were principally directed for unduplicated students and was allocated to summer school, district-wide counseling services and increased aide time.

Quantitatively – The expenditure of Local Control Funding Formula (LCFF) Supplemental funds to maintain full-time counseling services, continue the Summer School program, provide student tutorial at San Benancio, and add a three-hour aide at Toro Park.

Qualitatively – Students had access to counseling services with support and assistance for a variety of academic, social and emotional needs. Students who needed additional instructional support were afforded with the opportunity for remediation and support to improve and/or maintain academic progress. Using supplemental funding allowed Washington Union School District to provide

students with Tier I, Tier II, and Tier III supports for academics, behavior, and social-emotional well-being via both the counselor and a new aide position that was added. Students at San Benancio who need additional academic support are supported through two teachers during activity period and one teacher after school. Students are supported with both foundational math skills and targeted remediation and the most at-risk students are selected to attend.

These expenditures meet LCFF minimum proportionality requirements. Washington Union School District also provides a significant level of additional service beyond the supplemental services. These services far exceed the proportionality of the funding we receive for students who fall within designated subgroups and those who do not.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$102,248	1.58%

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).

During the 2017-2018 fiscal year, WUSD received approximately $102,248 in supplemental funding. Washington Union School District allocated its supplemental funding to summer school intervention and counseling services.

The percentage of unduplicated pupils does not meet the percentage required for concentration grant funding; therefore the district only received the base grant and supplemental grant funding.

Summer school was selected because it provided targeted and specific instructional time beyond the normal school year. Students who were recommended by their teachers received four weeks of targeted intervention for Language Arts and Math. The criteria for selecting students was that they must fall into one of the subgroup categories and need academic assistance, or academic assistance may be the only area of need for the student. None of the classes were larger than 20 students to ensure individualized support. The

cost associated with summer school included curriculum, materials and supplies, a principal, a secretary, a custodian, four teachers, and two special education instructional aides.

Maintaining a full-time counseling position was identified because a counselor can effectively assist with the needs of all students, and is highly qualified to assist with students who fall into one of the three subgroups. The counselor worked with the students in a whole class setting, small group setting, or in one-on-one setting, in addition to providing parent education seminars. Counseling services include family difficulties, ability awareness, social skills, peer interactions, conflict resolution, and parent education.

The $102,248 received for supplemental services were principally directed for focus students and were allocated to summer school and district-wide counseling services.

Quantitatively – The expenditure of LCFF Supplemental funds to maintain full-time counseling services and continue the Summer School program.

Qualitatively – Students had access to counseling services with support and assistance for a variety of academic, social and emotional needs. Students who needed additional instructional support were afforded with the opportunity for remediation and support to improve and/or maintain academic progress.

These expenditures meet LCFF minimum proportionality requirements. WUSD also provided a significant level of additional service beyond the supplemental services. These far exceed the proportionality of the funding we receive for students who fell within designated subgroups and those who do not.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	7,320,318.00	7,366,869.00	7,361,434.00	7,366,869.00	7,731,784.00	22,460,087.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	5,443,869.00	0.00	57,343.00	4,000.00	6,000.00	67,343.00
LCFF Base	0.00	5,474,220.00	5,297,365.00	5,425,539.00	5,516,340.00	16,239,244.00
LCFF Supplemental and Concentration	0.00	138,459.00	101,065.00	138,459.00	147,201.00	386,725.00
Locally Defined	245,720.00	256,823.00	265,998.00	256,823.00	229,486.00	752,307.00
Lottery	44,170.00	26,500.00	39,000.00	26,500.00	36,000.00	101,500.00
Other	151,115.00	142,705.00	211,879.00	187,386.00	291,287.00	690,552.00
Special Education	1,261,375.00	1,273,807.00	1,336,978.00	1,273,807.00	1,451,012.00	4,061,797.00
Supplemental	125,753.00	0.00	0.00	0.00	0.00	0.00
Title I	39,415.00	36,444.00	39,636.00	36,444.00	36,513.00	112,593.00
Title II	8,901.00	8,482.00	12,170.00	8,482.00	8,499.00	29,151.00
Title IV	0.00	9,429.00	0.00	9,429.00	9,446.00	18,875.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	7,320,318.00	7,366,869.00	7,361,434.00	7,366,869.00	7,731,784.00	22,460,087.00
	5,992,755.00	6,014,806.00	6,009,046.00	6,014,806.00	6,333,779.00	18,357,631.00
1000-1999: Certificated Personnel Salaries	93,691.00	104,558.00	99,101.00	104,558.00	106,188.00	309,847.00
2000-2999: Classified Personnel Salaries	381,935.00	447,887.00	446,399.00	447,887.00	485,486.00	1,379,772.00
3000-3999: Employee Benefits	328,138.00	284,372.00	262,756.00	284,372.00	311,657.00	858,785.00
4000-4999: Books And Supplies	190,641.00	154,711.00	183,806.00	155,814.00	162,745.00	502,365.00
5000-5999: Services And Other Operating Expenditures	103,670.00	119,029.00	112,586.00	307,287.00	337,979.00	757,852.00
5700-5799: Transfers Of Direct Costs	-8,700.00	-8,845.00	-8,700.00	-8,845.00	-8,850.00	-26,395.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	2,800.00	2,800.00
6000-6999: Capital Outlay	199,942.00	212,105.00	219,308.00	22,744.00	0.00	242,052.00
7000-7439: Other Outgo	38,246.00	38,246.00	37,132.00	38,246.00	0.00	75,378.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	7,320,318.00	7,366,869.00	7,361,434.00	7,366,869.00	7,731,784.00	22,460,087.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	4,430,448.00	0.00	0.00	0.00	0.00	0.00
	LCFF Base	0.00	4,436,791.00	4,363,940.00	4,436,791.00	4,563,365.00	13,364,096.00
	LCFF Supplemental and Concentration	0.00	12,085.00	0.00	12,085.00	22,587.00	34,672.00
	Locally Defined	245,720.00	256,823.00	265,998.00	256,823.00	229,486.00	752,307.00
	Other	11,120.00	8,804.00	11,548.00	8,804.00	40,779.00	61,131.00
	Special Education	1,261,375.00	1,273,807.00	1,336,978.00	1,273,807.00	1,451,012.00	4,061,797.00
	Supplemental	14,160.00	0.00	0.00	0.00	0.00	0.00
	Title I	29,932.00	26,496.00	30,582.00	26,496.00	26,550.00	83,628.00
	Title II	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	5,400.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	9,000.00	10,800.00	9,000.00	7,200.00	27,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	82,599.00	70,940.00	82,599.00	86,091.00	239,630.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	3,957.00	0.00	0.00	3,957.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	75,432.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	6,559.00	6,959.00	6,390.00	6,959.00	6,897.00	20,246.00
1000-1999: Certificated Personnel Salaries	Title II	6,300.00	6,000.00	7,014.00	6,000.00	6,000.00	19,014.00
2000-2999: Classified Personnel Salaries	Base	375,585.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	365,239.00	354,407.00	365,239.00	384,496.00	1,104,142.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	5,356.00	6,721.00	5,356.00	5,500.00	17,577.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	77,292.00	85,271.00	77,292.00	95,490.00	258,053.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	6,350.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	217,005.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	207,573.00	193,370.00	207,573.00	219,573.00	620,516.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	28,371.00	23,404.00	28,371.00	30,523.00	82,298.00
3000-3999: Employee Benefits	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	79,998.00	44,609.00	42,273.00	44,609.00	57,655.00	144,537.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	27,311.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	2,924.00	2,989.00	2,664.00	2,989.00	3,066.00	8,719.00
3000-3999: Employee Benefits	Title II	900.00	830.00	1,045.00	830.00	840.00	2,715.00
4000-4999: Books And Supplies	Base	94,773.00	0.00	48,637.00	4,000.00	6,000.00	58,637.00
4000-4999: Books And Supplies	LCFF Base	0.00	97,739.00	83,654.00	93,739.00	95,199.00	272,592.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	10,048.00	0.00	10,048.00	2,500.00	12,548.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	44,170.00	26,500.00	39,000.00	26,500.00	36,000.00	101,500.00
4000-4999: Books And Supplies	Other	47,497.00	12,000.00	12,000.00	12,000.00	13,500.00	37,500.00
4000-4999: Books And Supplies	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,500.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title II	1,701.00	98.00	515.00	98.00	100.00	713.00
4000-4999: Books And Supplies	Title IV	0.00	8,326.00	0.00	9,429.00	9,446.00	18,875.00
5000-5999: Services And Other Operating Expenditures	Base	91,170.00	0.00	8,706.00	0.00	0.00	8,706.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	116,372.00	43,454.00	261,052.00	252,557.00	557,063.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	6,391,784.00	6,396,677.00	6,428,546.00	6,406,106.00	6,750,506.00	19,585,158.00
Goal 2	859,093.00	880,048.00	867,461.00	880,048.00	898,206.00	2,645,715.00
Goal 3	69,441.00	90,144.00	65,427.00	80,715.00	83,072.00	229,214.00
Goal 4	0.00	0.00	0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	0.00	0.00	0.00	0.00	6,323,000.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	4,563,365.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	22,587.00
Locally Defined	0.00	0.00	0.00	0.00	229,486.00
Lottery	0.00	0.00	0.00	0.00	30,000.00
Other	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	1,451,012.00
Supplemental	0.00	0.00	0.00	0.00	0.00
Title I	0.00	0.00	0.00	0.00	26,550.00
Title II	0.00	0.00	0.00	0.00	0.00
Title IV	0.00	0.00	0.00	0.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	7,320,318.00	7,357,440.00	7,361,434.00	7,366,869.00	7,731,784.00
	0.00	0.00	0.00	0.00	0.00
Base	5,443,869.00	0.00	57,343.00	4,000.00	6,000.00
LCFF Base	0.00	5,474,220.00	5,297,365.00	5,425,539.00	5,516,340.00
LCFF Supplemental and Concentration	0.00	138,459.00	101,065.00	138,459.00	147,201.00
Locally Defined	245,720.00	256,823.00	265,998.00	256,823.00	229,486.00
Lottery	44,170.00	26,500.00	39,000.00	26,500.00	36,000.00
Other	151,115.00	142,705.00	211,879.00	187,386.00	291,287.00
Special Education	1,261,375.00	1,273,807.00	1,336,978.00	1,273,807.00	1,451,012.00
Supplemental	125,753.00	0.00	0.00	0.00	0.00
Title I	39,415.00	36,444.00	39,636.00	36,444.00	36,513.00
Title II	8,901.00	8,482.00	12,170.00	8,482.00	8,499.00
Title IV	0.00	0.00	0.00	9,429.00	9,446.00

Strategic Plan
2019-2022

WASHINGTON UNION SCHOOL DISTRICT

www.washingtonusd.org

Strategic Plan

Development of the Strategic Plan

In 1990, Washington Union's Board of Trustees determined the need to set long-range goals and objectives for the district. The Board selected a process called Strategic Planning, in which district administrators, teachers, Board members and parents looked at the state of the district and planned a course of action in six different goal areas. They also discussed the district's beliefs about students and learning, and from these discussions, developed a mission statement for the district.

The establishment of long-range objectives allows all district staff members to focus on the same goals for improving student achievement. The Strategic Planning Committee reviews and evaluates the district's progress by looking at student achievement data, parent surveys, and other information related to the attainment of the plan's goals and objectives.. In 2009 the committee added a finance goal and revised the curriculum and instruction goal to reflect curriculum, instruction and accountability. In 2019 the committee developed a district vision statement, creating a vision for our students that is reflective of our district's mission and core values.

This pamphlet contains the district's goals and objectives for 2019-22 developed in the spring of 2019. The six goals in the Strategic Plan are general statements about the district's focus in that particular area. The objectives in each goal area provide measurable, time-related information about the focus of the district for the next three-year period. The Strategic Planning Committee will review the progress made toward each of the objectives in January.

Our District Vision:	**Our District Mission:**
Our students will achieve personal success in their learning and become respectful, responsible, and productive citizens.	• To create a safe, friendly, dynamic learning environment that teaches respect and kindness as core values; • To promote excellence in student academic achievement challenging the ability of each individual; • To nurture positive personal, social and civic growth and responsibility; and • To instill a lifelong love of learning.

Strategic Planning Committee

Kathy LaGrandeur	Suzanne du Verrier	John Vorwerck	Kathy Bozzo, DC
Hope Tinney	Gina Uccelli	Kay Weldon	Joe Carnazzo
Kylie Fields	Jaime Grim	Diane Malik	Whitney Meyer
Angela Lauer	Jill Zande	Carissa Edeza	Stacy Carnazzo
Jennifer Dacquisto	Mary Julian	Carli Chasen	Sara Young
Katy Linforth	Tanya Reinhardt		

CURRICULUM, INSTRUCTION AND ACCOUNTABILITY GOAL: We will provide an enriching, challenging curriculum which is aligned with common core state standards, is articulated across grade levels and demonstrates powerful teaching and learning to maximize student performance and serve all students equitably.

Curriculum, Instruction & Accountability Objectives	Measurement
CIA1. Over the next three years, the district will implement a new Technology Plan (2018-21) and complete the objectives as described in the Plan. (2018-21)	Performance on Technology Plan objectives as described in annual reports to the Board
CIA2. By June 2020, 50% of the students will exceed district standards in language arts.	Student performance reports using the district's Multiple Measures Index
CIA3. By June 2020, 50% of the students will exceed district standards in math.	Student performance reports using the district's Multiple Measures Index
CIA4. By June 2020, the district will adopt state-approved materials for Science in grades K-8.	Adopted state-approved materials
CIA5. All students who are identified as English Learners will be re-classified as fluent English Proficient within three years of entrance into the program.	Student performance on the ELPAC.
CIA6. Through the Multi-Tiered Systems of Support (MTSS), teachers and staff will provide RtI instruction which encompasses enrichment and remediation to meet the academic, behavioral and social emotional needs of all students, including advanced learners, challenged learners, and English language learners.	Student performance reports using the district's Multiple Measures. RtI
CIA7. Over the next three years (2017-20), instructional strategies and best practices will be aligned with Common Core State Standards, Next Generation Science Standards, and 21st century thinking skills, and will be applied district wide.	Student performance reports using the district's Multiple Measures

FACILITIES GOAL: We will maintain and improve facilities so that each student may learn in a welcoming, functional and dynamic environment.

Facilities Objectives	Measurement
F1. Annually, the district will develop and monitor a deferred maintenance plan for all three schools and identify capital projects.	Report to Board on projects
F2. During the 2018-19 school year, the district will explore solutions to traffic congestion and parking lot flow at all three schools.	Report to Board on work done to ease congestion.
F3. During the 2018-21 school years, working with state and local agencies, the district will continue to pursue a permanent solution to resolve the water quality issues at Washington Union School.	Board report on water system at Washington Union
F4. By June 2020, the district will develop a 5-year plan for renovation of the track/field areas at Washington Union School and San Benancio Middle School.	Board reports on progress made towards developing the plan.

STAFF GOAL: We will recruit and retain exceptional staff who hold high expectations, who participate in professional growth opportunities and who are valued and recognized for their efforts.

Staff Objectives	Measurement
S1. Over the years 2017-2020, teachers will participate in information and practicum workshops to enhance instructional strategies aligned with 21st century skills and NGSS Standards.	Teacher evaluation reports on workshops and training sessions
S2. Over the years 2018-21, all staff will receive ongoing technology training based on identified needs in alignment with the objectives in the district's 2018-21 Technology Plan.	Teacher evaluation reports on training sessions Results of staff surveys
S3. The district values life-long learning, provides opportunities, and encourages staff members to seek out and participate in professional growth opportunities.	Teacher presentations to staff about training sessions attended
S4. Over the years 2017-20, staff development will be provided to support teachers and instructional aides with instruction of English language learners and students of special populations in the general education setting.	Student performance on classroom, district, and state assessments

CLIMATE GOAL: Students, staff and parents will enjoy a friendly, respectful and safe learning environment that encourages responsible, productive and innovative learning opportunities.

Climate Objectives	Measurement
CL1. Over the next three years (2017-20), the district will expect healthy, respectful and responsible attitudes in students, staff and parents.	Board report on program outcomes Staff and student survey results
CL2. Over the next three years (2017-20), our schools will serve as a model for a safe and positive learning environment, which expects appropriate behavior by all students and staff.	Board review of student behavior data Staff and student survey results
CL3. Over the next three years (2017-20), the district will monitor the effectiveness of district-wide character development and bullying prevention.	Annual student, staff and parent survey results; Incident reports
CL4. Over the next three years (2017-20), the district will provide opportunities for staff and students to participate in activities which develop an appreciation for the importance of community service and environmental conservation.	Board review of individual and group community service activities at each school Board review of report on progress in effective implementation of practices
CL5. The district will seek out and provide opportunities to educate students, parents and staff about digital citizenship and cyber bullying.	Log of opportunities provided to students, staff and parents

COMMUNITY RELATIONS GOAL: We will promote and develop positive relations with all segments of the school community, in order to foster open communications, accessibility to school facilities and pride in the schools.

Community Relations Objectives	Measurement
CR1. By June 2020, the district will implement a parent notification system in order to streamline district communications.	Ongoing implementation of updated features
CR2. Annually, the district will provide multiple opportunities for parent education and communication such as digital citizenship, social-emotional learning, school policies, LCAP and current curriculum practices and standards.	Log of parent education workshops and attendance sign in sheets
CR3. Parent participation in the Annual Survey will be no less than 70% of district enrollment.	Board report on Annual Parent Survey results
CR4. Annually, the district will review and implement strategies to improve any parent survey response areas that have received greater than a 10% dissatisfaction rate.	Board report on areas to be addressed from the Annual Parent Survey results
CR5. Annually, the district will provide a report of its activities to all residents of the district and to the school community.	Printed and social media reports

FINANCE GOAL: We will ensure that the district's budget is aligned, integrated and evaluated to maintain fiscal solvency.

Finance Objectives	Measurement
FG1. Over the next three years (2017-20), the district will communicate budget information through the LCAP process.	Budget reports to the Board LCAP
FG2. Over the next three years (2017-20), the district will collaborate with WUEF and Parents' Club to promote our schools and maximize funding sources.	Increased participation in WUEF and Parents' Club events and increased funding base
FG3. Over the next three years (2017-20), the schools will communicate to parents the academic and financial implications and importance of regular daily attendance to achieve an average daily attendance (ADA) rate of 98%.	Board review of monthly average daily attendance reports
FG4. Over the next three years (2017-20), the district will continue to seek funding sources to assist in expanding its visual and performing arts program, technology resources and improving the playground and athletic fields at all three schools.	Board approval of plan for program expansion
FG5. Over the next three years (2018-21), the district will seek methods to maintain a balanced budget and improving the quality of the current programs.	Budget reports to the Board
FG6. As part of the LCAP process, the district will communicate budget information, monitoring supplemental funding expenditures and their impact on the targeted student populations.	Budget reports to the Board LCAP

2018–19 Performance Indicator Review

SELPA PIR Improvement Plan

Review Checklist

LEA Name:	SELPA Name:	Date Reviewed:
Spreckels	Monterey County	5/16/2019

Please review the documents submitted by the LEA to ensure completeness, as stated below:

Check any unmet indicators for the LEA

	1	2	3	4	5	6	8	14	Child Find
State Performance Plan Indicator	☐	☐	☒	☐	☐	☐	☐	☐	☐

Did the LEA complete the required PIR Local Educational Agency Identification form? ☒ Yes ☐ No

Did the LEA include all the required planning team members? ☒ Yes ☐ No

Did the LEA include a schedule of meetings? ☒ Yes ☐ No

Did the LEA identify the data examined to determine root causes? ☒ Yes ☐ No

For each indicator that the PIR Improvement Plan is required to address:

Did the plan include root causes that led to the LEA's failure to meet the target? ☒ Yes ☐ No

Did the plan include overall strategies to address the root cause(s)? ☒ Yes ☐ No

Did the plan include specific activities to implement the strategies? ☒ Yes ☐ No

Did the plan include resources needed to support the strategies and activities? ☒ Yes ☐ No

Did the plan include the title(s) and role(s) of the person(s) responsible for carrying out activities? ☒ Yes ☐ No

Did the plan include methods and standards used to measure success? ☒ Yes ☐ No

Did the plan include dates by which activities will be due? ☒ Yes ☐ No

Was the Improvement Plan complete? ☒ Yes ☐ No

SELPA Representative Name: Kenyon Hopkins SELPA Representative Signature: Kenyon Hopkins

Performance Indicator Review (PIR)

Local Educational Agency (LEA) Identification 2018–19

This Form is to be completed by ALL LEAs that are required to complete a PIR Plan. Save and submit with other PIR documents.

LEA name:

Washington Union School District

CDS code:

2766233

SELPA name:

Monterey County SELPA

Program Administrator:

Carissa Edeza

Phone number:

831/484-9691

Email:

cedeza@washingtonusd.org

Possible Performance Indicators LEA PIR Plan Needs to Address:

Click on the Indicator subtitle to go to the PIR form for that Indicator.

INDICATOR 1
Graduation 4 Year Rate (2018 Fall Dashboard)

INDICATOR 2
Dropout 4 Year Rate (Annual Performance Report 2017–18)

INDICATOR 3
Statewide Assessments: Achievement–Mathematics (2018 Fall Dashboard)

Statewide Assessments: Achievement–English Language Arts (2018 Fall Dashboard)

Statewide Assessments: Participation–Mathematics (Annual Performance Report 2017–18)

Statewide Assessments: Participation–English Language Arts (Annual Performance Report 2017–18)

INDICATOR 4A
Suspension and Expulsion

INDICATOR 5
Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 6:
Preschool Least Restrictive Environment (Annual Performance Report 2017–18)

INDICATOR 8
Parent Involvement (Annual Performance Report 2017–18)

INDICATOR 14
Post-School Outcomes (Annual Performance Report 2017–18)

CHILD FIND
LEA PIR Letter

Welcome to the Performance Indicator Review:

The PIR Plan will consist of this document (the LEA Identification document) and documents for each indicator and Child Find element in which the LEA has not met the performance level or target, as indicated in the 2017–18 California School Dashboard (Dashboard), the 2017–18 Local Level Annual Performance Report (APR), and the LEA Performance Indicator Review (PIR) letter. Each indicator has its own document. Guidance for PIR is available in a separate document. Also, there is a list of Consultants by region, if there are questions regarding the PIR.

Performance Indicators

Use the LEA PIR Letter to find out which indicators LEA needs to address for PIR, based on the status on the California School Dashboard for Indicators 1, 3 (achievement), and 4 or Annual Performance Report (APR) for Indicators 2, 3 (participation), 5, 6, 8, 14, or the LEA PIR Letter for Child Find. Put an 'X' in the box below for each indicator that the LEA must address in the PIR Plan.

1	2	3	4A	5	6	8	14	Child Find
		X						

PIR Team Members

For each member of the PIR Team, list his/her name, LEA title, and the PIR Team Role s/he fulfills (General Education Administrator, Special Education Administrator, SELPA Representative, General Education Teachers, Special Education Teachers, or Other).

Name	Title	PIR Team Role (SELPA Representative, Special Education Administrator, General Education Administrator, General Education and Special Education Teachers or Other)
Gina Uccelli	Superintendent	Administrator
Carissa Edeza	Director of Special Education	Special Education Administrator
Joseph Carnazzo	Director of Technology	General Education Administrator
Whitney Meyer	Director of Curriculum & Assessment	General Education Administrator
Cherie Gill	Teacher	Special Education Teacher
Michelle Winiarz	Teacher	General Education Teacher
Allison Gribben	Program Specialist	SELPA Representative
Val Wiltse	Program Specialist	SELPA Representative

If the LEA has additional team members, add rows, as needed.

Completed and Pending PIR Team Meeting Dates

List all of the dates the PIR Team has met or plans to meet and the purpose of each meeting.

Dates	**Meeting Purpose** (Analysis, Planning, Implementation, and Monitoring. All are required.)	**Dates**	**Meeting Purpose** (Analysis, Planning, Implementation, or Monitoring)
March 26, 2019	Planning		
April 8, 2019	Root Cause Analysis		
May 13, 2019	Action Step Review		
August 19, 2019	Implementation		
November 5, 2019	Monitoring		
February 11, 2020	Monitoring		
May 5, 2020	Monitoring		

Data Source Checklist

Identify which data sources were reviewed in developing the Local Education Agency's Performance Indicator Review Root Cause Analysis and Improvement Plan for each Indicator. Place an X under the Indicator number for each data source that was reviewed for that Indicator. Mark all that apply.

Data Sources	**Indicators**								
	1	**2**	**3**	**4A**	**5**	**6**	**8**	**14**	**CF***
California School Dashboard Graduation Rate – Students with Disabilities									
California School Dashboard Suspension Rate – Students with Disabilities									
California School Dashboard ELA CAASPP Assessment Results – Students with Disabilities			**X**						
California School Dashboard Math CAASPP Assessment Results – Students with Disabilities			**X**						
California School Dashboard Student Group Report			**X**						
California School Dashboard School Five-by-Five Placement			**X**						
California School Dashboard Chronic Absenteeism									
California School Dashboard College/Career Indicator Reports & Data									
Test Operations Management System (TOMS) Accommodations			**X**						
Annual Performance Report (APR) Measures –									

	1	2	3	4A	5	6	8	14	CF*
ELA CAASPP Participation Rate									
Annual Performance Report (APR) Measures – ELA CAASPP Participation Rate									
Annual Performance Report (APR) Measures – Drop Out Rate									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Greater than 80% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Regular Class Less than 40% of the Day									
Annual Performance Report (APR) Measures – Percent of Students in Separate Schools									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Regular Pre-K Programs									
Annual Performance Report (APR) Measures – Percent of Students 3-5 in Separate Pre-K Programs									
Annual Performance Report (APR) Measures – Parents reporting that LEA facilitated parent involvement									
Annual Performance Report (APR) Measures – Post Graduate Survey Data									
Dashboard Alternate School Status Data									
DataQuest, English Language Proficiency Assessments for California (ELPAC)									
DataQuest, LEA Public School Enrollment Over Time									
Student Information System (SIS)			X						
Interim or Other Assessments			X						
Student Transcripts									
SEIS, Student IEPs and/or Transition Plans			X						
Student Course Enrollment Data									
Student Records									
Service Logs and/or Pull out Schedules									
Other School Plans, such as WASC, Tech Plan, etc.									
Parent Concerns (Parent surveys, CAC, PTIC, FEC)									
Interview/ Focus Group Data – Parents/ Guardians									
Interview/ Focus Group Data – Staff									

	1	2	3	4A	5	6	8	14	CF*
Interview/ Focus Group Data – Students									
Interview/ Focus Group Data –Administration			X						
Review of Procedures			X						
Interview County Programs, Non-Public Schools, etc.									
Attendance Records									
Interview Counselor(s)									
School Climate Information, discipline data, BIP									
Other: Please list other data reviewed									
Other: Please list other data reviewed									
Other: Please list other data reviewed									

*Child Find

If the LEA has *additional meeting dates, add rows, as needed.*

After completing this LEA Identification document, save this document with all other PIR documents. Complete the PIR Plan for each Indicator for which the target was not met. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators have been addressed and added to the PIR Plan, the LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, all of the forms for each indicator and Child Find and the LEA Identification document to California Department of Education, Special Education Division, FMTA II on or before June 30, 2019.

Prepared by California Department of Education February 2019

LEA name:

Washington Union School District

Performance Indicator Review 2018–19
State Performance Plan Indicator 3
Statewide Assessments
Root Cause Analysis and Action Plans

The California Department of Education (CDE) will conduct a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in relation to one or more of the State Performance Plan Indicators (SPPIs, Indicators), including SPPI 3 Assessment.

Indicator 3: Statewide Assessments is a four-part indicator on the Local Level Annual Performance Report (APR) that measures the participation rate and achievement level of all students with disabilities in the areas of both English language arts (ELA) and mathematics (math) as it pertains to the requirements of the California Assessment of Student Performance and Progress (CAASPP). The local education agency (LEA) reports this data to the California Longitudinal Pupil Achievement Data System (CALPADS) from the Spring 2018 assessment.

For participation in statewide assessments for English language arts and math, the APR target of 95% will be used. Any LEA with a percentage less than the statewide target for SPPI 3 participation for English language arts or mathematics will participate in the PIR.

For achievement on the statewide assessments in English language arts and math, the 2018 Fall Dashboard Release (Dashboard) in English Language Arts (3-8) and Mathematics (3-8) will be used instead of the achievement rates reported on the APR. Any LEA with a performance level of Red or Orange for English language arts or mathematics for students with disabilities, as listed on the Student Groups Five-by-Five Report will participate in the PIR and be required to develop a PIR Improvement Plan for that indicator.

Current Performance
According to California School Dashboard Fall 2018 and Annual Performance Report 2017–18

Indicator 3: Assessment

ACHIEVEMENT

Using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard), fill in the LEA information for English Language Arts (3-8 and 11) and Mathematics (Grades 3-8 and 11) for

students with disabilities. The questions below will use the detailed data from the Student Groups Five-by-Five Report in English language arts assessment for students with disabilities.

English Language Arts (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in English language arts on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for English Language Arts

The Five-by-Five English Language Arts Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*
2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*
3. *Choose "5x5 English Language Arts Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

      On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.
4. *Select "View Detailed Data," in the top right-hand corner.*
5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for English Language Arts (3-8 and 11) for Students with Disabilities?

Orange

What is the Status Level (e.g. *Very High, Low, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

Low

What is the Change Level (e.g. *Increased, Declined, etc.)* for English Language Arts (3-8 and 11) for Students with Disabilities?

Declined Significantly

What is the Current Status -- Average distance from Standard for English Language Arts (3-8 and 11) Students with Disabilities*)*?

-33.4

What is the Change – Difference (e.g. + *or* – *average # of points*) between current status and prior status for English Language Arts (3-8 and 11) Students with Disabilities (e.g. + *or* - *# of points*)?

-24.3

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in English Language Arts, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for English Language Arts Achievement. If English Language Arts Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

English Language Arts Achievement

Status Level	Change Level	Both
		x

Mathematics (3-8 and 11) (Achievement)

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

The following questions will focus on achievement in Mathematics on statewide assessments and use data from the Five-by-Five Report on the Dashboard to complete.

Directions to Access the Five-by-Five Report for Mathematics

The Five-by-Five Mathematics Placement Report (Grades 3-8 and 11) will be needed to complete the next section. To get to the detailed report, follow these steps:

1. *Open the Fall 2018 California School Dashboard for the LEA, School Performance Overview.*
2. *Select "View Additional Reports" in the upper right hand corner. This will bring you to a new screen, "School Dashboard Additional Reports and Data."*
3. *Choose "5x5 Mathematics Placement Report (Grades 3-8 and 11)" by clicking the radio button and click the Submit button.*

   For small districts and charter schools, the new screen will be the "Student Group Five-by-Five Placement Report."

   For multi-school districts, this new screen will be the "Schools Five-by-Five Placement."
   a. *If the LEA is a multi-school district, add the following step to get to the Five-by-Five Report for student groups:*

   On this new screen, select the link, "View Student Groups Five-by-Five Report" in upper right hand corner.

4. *Select "View Detailed Data," in the top right-hand corner.*
5. *On the vertical axis of this chart, find Students with Disabilities to answer the following questions:*

What is the student performance color for Mathematics (3-8 and 11) for Students with Disabilities?

Orange

What is the Status Level (e.g. *Very High, Low, etc.)* for Mathematics (3-8 and 11) for Students with Disabilities?

Low

What is the Change Level (e.g. *Increased, Declined, etc.)* for Mathematics (3-8 and 11) for Students with Disabilities?

Decline

What is the Current Status -- Average distance from Standard (e.g. + *or* – *average # of points)* for Students with Disabilities in Mathematics (3-8 and 11)?

-46.7

What is the Change – Difference between current status and prior status Students with Disabilities (e.g. + *or - # of points*) for Mathematics (3-8 and 11)?

-11.2

In addressing the root cause(s) for achievement for students with disabilities on the statewide assessment in Mathematics, what area(s) from the Five-by-Five Report need to be included? (Put an 'X' in the appropriate box to indicate which area LEA will need to address for Mathematics Achievement. If Mathematics Achievement is an area that the LEA does **not** need to address at all, put NA in all of the boxes.)

Mathematics Achievement

Status Level	Change Level	Both
		x

PARTICIPATION

Using the data from the 2017–18 Local Level Annual Performance Report Measure (APR), answer the questions below. The Participation Target for students with disabilities in both English Language

Arts (ELA) and Math is 95 percent. Indicate the LEA percentage for both English Language Arts and Math.

English Language Arts (Participation)

The following questions will focus on participation arts on statewide assessments in English Language Arts and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in English Language Arts assessment?

96%

Participation Target

>95%

Was the participation target met in English Language Arts? (*Answer 'Yes' or 'No.)*

Yes

Mathematics (Participation)

The following questions will focus on participation arts on statewide assessments in Mathematics and use data from the APR to complete.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

What is the participation rate (Rate) of students with disabilities in Mathematics?

98%

Participation Target

>95%

Was the participation target met in Mathematics? (*Answer 'Yes' or 'No.)*

Yes

Focus Elements for Root Cause Analysis and PIR Planning

Using the information from above, complete the chart.

Which of the areas will the PIR Team's Root Cause Analysis and Improvement Plan address for Indicator 3: Assessment?

(Put an 'X' in the appropriate box to indicate which area LEAs will need to address for Indicator 3.)

	English Language Arts	Mathematics
Achievement (Dashboard)	**x**	**x**
Participation (APR)		

Current Improvement Strategies

What current improvement strategies are in place that relate to Indicator 3 participation rate in statewide assessments (APR)?

Overall participation rate is 99%. This is not an area of concern.

What current improvement strategies that relate to Indicator 3 achievement (Dashboard):

Classroom presentations with school counselor for managing stress: Anxiety and Good Stress vs. Bad Stress. Trying your best. Incentives for test taking. Encouragement and motivational posters.

Check the box(es) to indicate whether these current strategies support improvement in English Language Arts, Math or both and whether they support improvement in participation, achievement or both.

(Put an 'X' in the appropriate box to indicate which areas are being addressed by current improvement strategies.)

	English Language Arts	Mathematics
Participation (APR)	x	**x**
Achievement (Dashboard)	**x**	**x**

How are students with disabilities included in the above-listed strategies or other strategies that relate to Indicator 3?

Students with disabilities are integrated into mainstream. Stress management is reviewed in social group sessions with school counselor.

Root Cause(s)

Why was the target not met?

Achievement – English Language Arts and Mathematics (3-8 and 11)

Fill in the root causes below for the Root Cause Analysis on Achievement, based on the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

If this is an area that does not apply to this year's PIR Plan, enter 'N/A' into the blanks.

Root Cause 1:

Lack of motivation: self-confidence

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☒

Root Cause 2:

Inconsistent intervention and support

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☒

Root Cause 3:

Inconsistent testing systems

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☒

If the LEA has additional root causes for Achievement, copy and paste the box and subtitle above, then change the number to indicate the number of root causes.

Participation – English Language Arts and Mathematics (3-8 and 11)

Fill in the information below for the Root Cause Analysis on Participation, based on the data from the 2017–18 Local Level Annual Performance Report (APR).

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

N/A

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☐

Root Cause 2:

N/A

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☐

Root Cause 3:

N/A

This root cause addresses (Check all that apply): English Language Arts ☐ Math ☐ Both ☐

If the LEA has additional root causes for Participation, copy and paste the box and subtitle above, then change the number to indication the number of root causes.

Action Plan for Improving Schoolwide Assessment for Students with Disabilities

ACHIEVEMENT – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the LEA's California School Dashboard, Fall 2018 (Dashboard) in English Language Arts (3-8 and 11) and/or Mathematics (3-8 and 11).

Copy each root cause into the charts below that addresses the LEA's achievement rate for students with disabilities on the statewide assessments in English Language Arts and Mathematics. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English language arts, math or both)*
- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

Lack of student motivation and self-confidence

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Testing tips from teachers, read on morning announcements	**Both**	**No fiscal resources required**	**Site Principals**	**Improved student scores**	**June 2020**
Implement PBIS model token economy in Learning Center	**Both**	**Funding for incentives: Parents' Club/MTSS**	**Resource teacher and site Principal**	**Increased and improved student engagement**	**January 2020**
Targeted motivation/stress management lessons for SWD more consistently.	**Both**	**No additional resources required for 2019-2020**	**School Counselor, SLP, OT**	**Student survey data**	**June 2020**

Root Cause 2:

Inconsistent intervention and support

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Lack of variation with IEP's – Develop more specific goals	Both	No fiscal resources required *Goal writing training through SELPA	Resource teachers and Director of Special Education	Improved student academic performance on CAASPP	June 2020
Review and reconfigure Rti implementation	Both	Cost of curriculum; cost of staff training	Site Principals	Improved student academic performance on CAASPP	June 2020
Increased school/home communication	Both	Purchase of subscription for Parent Square commmunication app as well as staff training for implementation	Director of Technology	Improved communication and increased family engagement	October 2019

Root Cause 3:

Inconsistent testing systems

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date
Communication between testing coordinator and case managers for TOMS updates	**Both**	**No fiscal resources required**	**Director of Curriculum, Assessment, and Accountability**	**Implementation of accommodations on CAASPP Interim assessments**	**June 2020**
Increase use of interim assessments	**Both**	**No fiscal resources required**	**Director of Curriculum, Assessment, and Accountability**	**Increased use of Interim assessments**	**June 2020**
Improved communication between General Education, Special Education, and Support Staff	**Both**	**No fiscal resources required**	**Site Principals**	**Improved academic scores on report cards and CAASPP assessments**	**June 2020**

Add rows to the chart to input additional strategies/activities, etc. as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

PARTICIPATION – English Language Arts and Mathematics (3-8 and 11)

Use the charts below for the PIR Team's Root Cause Analysis and PIR Planning, using the data from the 2017–18 Local Level Annual Performance Report Measure (APR).

Copy each root cause into the charts below that addresses the LEA's participation rate for students with disabilities on the statewide assessments in English Language Arts and Math. For each root cause, fill in the following:

- *Planned strategies and activities*
- *The subject the planned strategy or activity is targeting (English Language Arts, Math or both)*

- *Resources needed for the planned strategy or activity to be successful*
- *The person(s) and title(s) responsible for that particular strategy or activity*
- *The methods and standards that will be used to measure the relative success of the strategy or activity*
- *The date that activity is due to begin or the deadline for its completion*

Add rows to the chart to input additional strategies/activities, etc., as needed.

If this is an area that does not apply to this year's PIR Plan for the LEA, enter 'N/A' into the blanks.

Root Cause 1:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

Root Cause 2:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

Root Cause 3:

N/A

Planned Strategies/Activities	ELA, Math or Both	Resources Required	Person(s)/ Title(s) Responsible	Methods/ Standards to Measure Success	Due Date

If the LEA has additional root causes, copy and paste the chart, then change the number to indicate the number of root causes. If there are additional Planned Strategies/Activities, add additional rows, as needed.

After completing Indicator 3: Assessment, save this document with other PIR documents. If it has not already been done, complete the initial LEA Identification document. Then, complete the documents that correspond to the Indicators in which the LEA has not met the performance measure or target. Each Indicator will have a separate document.

It is recommended that the full PIR Plan be presented to the Local Board.

Once all of the Indicators and Child Find have been addressed, as indicated in the LEA's PIR letter, and added to the PIR Plan, LEA will send the PIR Plan documents to the SELPA for their review of required elements. Be aware of any deadlines set by the SELPA. The SELPA will send the PIR Plan, which includes all of the forms for each indicator and the LEA Identification document, to the California Department of Education, Special Education Division, FMTA II on or before July 30, 2019.

Prepared by California Department of Education March 2019