

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

2018-19

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

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

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

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

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

LEA Name

Whittier Union High

Contact Name and Title

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Director

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## 2017-20 Plan Summary

### The Story

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

Whittier Union High School District is a high-achieving school district that does *Whatever It Takes* to ensure student achievement, while supporting teachers as they implement rigorous programs. We foster a culture of collaboration, inclusiveness and support, setting a foundation for the ongoing success of our students – from the first day they step onto our campuses until the last day when they walk across our schools' stages as graduates.

Whittier Union serves 11,500 students at five award-winning comprehensive high schools, a model continuation school, an independent study school, and a transition program. Each year, we welcome close to 3,000 freshman who will spend the next 720 days of their high school experience learning from our talented teachers and staff. In that time, we take them from being teens who are just beginning to spread their wings to mature adults who are ready to take on the world in college, the military, and careers – fueling their flames of growth so they can fly to new heights in reaching their potential.

Through a network of supports and services designed to meet each student's unique academic, social, and emotional needs, staff care for all 13,100 teens that became a part of the Whittier Union family throughout the year. In the 2017/18 school year, our student population was 9% English Learner (EL) and 72% receiving subsidized lunches, with a **72.6%** District LCFF Unduplicated count. The majority of our students (88%) identify as Hispanic Latino, with 8% White, 1.1% Asian, 1.1% African American, and 1.1% Filipino.

Nearly 96% of students graduate from our comprehensive high schools in four years, and, for those students who need more time and support in an alternative school, 93% of them graduate in five years. Students in grades 10 through 12 have maintained the highest On-Target for Graduation Rates in District history, with nearly 97% of seniors on-track to graduate; and, over 80% of graduates enrolling in two- or four-year colleges.

These achievements would not be possible without our supportive Board of Trustees and dedicated team of educators who work vigorously to provide a world-class education to our students, providing the most transformative 720-day experience possible to each and every student.

### LCAP Highlights

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

Working closely with stakeholders throughout the district, four goals have been identified to guide our work. These goals are aligned with other improvement efforts within the district, including the Board's Measurable Targets, WASC accreditation efforts, and Principals' Annual Review. Thus, all energy will be focused in the same direction and there will be coherent understanding and activity at all levels in the district.

**GOAL 1 - Organization:**Schools will be staffed with an increasing percentage of highly qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support and assess activities that focus on all students achieving high standards, ensuring that the District's mission, vision, beliefs, goals & objectives and measurable targets are reviewed annually and serve to guide the operation of the District to meet the needs of students. (Actions and Services, page 74)

**GOAL 2 – Curriculum and Instruction:** All students experience high-quality instruction that engages their interest while providing a rigorous, relevant and coordinated curriculum that supports the achievement of the State Content Standards. (Actions and Services, page 105)

**GOAL 3 – Assessment and Accountability:** Instruction utilizes interim and quarterly common assessments that results in the sharing of student data and the identification of best practices so that students learn challenging content and student performance is increased. (Actions and Services, page 138)

**GOAL 4 - School Culture and Support for Personal and Academic Growth:** A comprehensive system of support services facilitates student success, both academically and personally. (Actions and Services, page 155)

### Review of Performance

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

The Graduation Rate, whose performance level was blue for all students, was also blue for low-income students. This high graduation rate has been due to many years of work and the *Whatever It Takes* initiative. A wide variety of strategies in the classroom, departments, schools, and the district focus on making sure that students pass coursework and stay on track for graduation and A-G completion. Every semester On-Target for Graduation Rates are computed, with directed interventions put into place, including students placed into summer school as soon as they slip behind. Early monitoring of the on-target rate at all levels (e.g., teachers, intervention coordinators, counselors, administrators), which continues to rise each year, has provided school sites with an indicator of the grade level that may need of attention. Disaggregating the on-target rates by student groups also provides even more information of areas to celebrate and areas in need of attention.

This is also done with D/F rates on Mid-Quarter and Quarter grading periods between semester grading periods. Utilizing these tools enables supports and interventions to be put in place before transcripts impact students' futures. While the Graduation Rate was blue last year, the subgroups were yellow for English Learners, African American, and White, with Orange for Students with Disabilities. This year, along with the Blue overall of Graduation Rate, the only yellow is Students with Disabilities. We are struggling with the solution for this subgroup as we have an exceptional Transition Program, so good that many families have been known to move into our district to take advantage of the program. While we are extremely proud of this program, and the fact that they went from orange to yellow, students exiting our comprehensive high schools and entering this program are not considered graduates, as well as students whose IEP allows them to stay for six years, thus eliminating these students from being considered a graduate in the four-year cohort. Learning and eventually graduating are the important factors here -- not making it in a four-year cohort so we have the right color, so we will continue to support our students with disabilities, making them stretch just like we do with all of our students, but if it takes six years to graduate, we will continue to celebrate with them on the stage.

Each of the Goals have services that support students graduating from high school at a high rate:

- **Goal 1: Organization and Staff** (beginning on **pg. 74**) not only provides the first best instruction in the class room through continual, embedded Professional Learning experiences (**pg. 87**) that are focused on ensuring that all students are able to meet or exceed standards, including English Learner and low income students, but also provides exceptional support for new teachers and administrators through strong induction programs centered on the expectations of the Whittier culture (**pg. 89 & 93**).
- **Goal 2: Curriculum and Instruction** (beginning on **pg. 105**) continues the focus on good instruction for all students with the provision of integrated technology supporting the learning goal (**pg. 125**) and a colleague to support the teachers in learning how to integrate that technology seamlessly with the curriculum in the classroom so that students are able to learn at greater heights than before (**pg. 121**), ensuring that the technology is not merely a substitute for what previously existed. For some, focusing on first best instruction may mean smaller classes or parallel courses so that students who have gaps in their background knowledge or study skills can get the additional support they need to be successful in rigorous high school courses (**pg. 117 - 119**). Additionally, if students do not master the content the first time it is presented, and need more time and/or support, Goal B provides additional after-school and summer opportunities (**pg. 113 - 115**). The continual checking on the summary on-target reports, then drilling down to the individual student level provides school sites with the names of students who are directed, not invited, to these special opportunities to ensure timely graduation with A-G status so students have the maximum opportunities possible open to them.
- **Goal 3: Assessment and Accountability** (beginning on **pg. 138**) continues to support first best instruction with the placement of Course Leads in nearly all academic courses at each high school (**pg. 149**). These Course Leads support their colleagues at their site in building a collaborative team that administers, and analyzes Common Assessments, in order to deconstruct student learning for the purpose of identifying gaps and sharing effective instructional practices to close those gaps. The Course Leads then bring the results to the district to develop and modify future Common Assessments (**pg. 142**). Facilitated by the Curriculum Assessment Coaches (**pg. 147**), students' results on Common Assessments spark dialogue among teachers regarding support for students, re-testing, and spiraling of questions leading to consistent growth not only in graduation rates but on many other measures, including on-target rate, GPAs, and in narrowing the gap between subgroups.
- **Goal 4: School Culture and Support for Student Personal and Academic Growth** (beginning on **pg. 155**) provides targeted students with layers of support that keeps them in school, including a counselor on each site who specifically addresses the unique needs of foster students (**pg. 170**), an expanded Student Well-Being program dedicated to providing counseling services to those students who do not have insurance, as well as improving the emotional feelings of safety on all the sites through training site personnel on threat assessments and the development of crisis response teams (**pg. 190**). A

Greatest Progress

District Childcare Center, with transportation, is provided for teen parents and their children so the parents stay in school to graduate (pg. 185).

All efforts in each Goal strive to increase individual and organizational capacity. Teams exist within and between schools, building a network of professionals who learn with and from one another, forming a strong foundation of knowledge and support. The capacity to facilitate change and support student success requires distributed leadership where those with different roles and competencies work cooperatively around the common task of improvement, developing a collective responsibility for student learning rather than individual isolation. This can be seen in regards to our graduation rate and how each staff member has a role in continually improving the rate and how it is addressed in each goal.

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

Whittier Union is proud to say that there are no Red or Orange indicators in any performance categories for overall performance; nor is there a "not met" or a "not met for two or more year" rating on any local indicators. Continued hard work over many years has yielded these results.

There are always areas that are in need of improvement, with English Learner Progress and Suspension Rate, even though Suspension Rate is green and English Learner Progress is blue on the California Dashboard. Upon deeper analysis, the process for both is the same, with the groups that begin the process. Current steps in addressing these areas with the greatest need for improvement include:

1. Educating all stakeholders on the indicators and everyone's critical importance on helping students succeed (directly or indirectly, including accuracy of reporting and recording data in SIS)
2. Importance of looking deeper into areas of greater need, digging deeper into data, acquiring more data reports
3. Continue to acquire data throughout the intervention(s) to assess effectiveness of actions
4. Change aspects of the intervention based on feedback from the data throughout the intervention
5. Continue to report successes and challenges to stakeholders to gain support network

There are site groups and district groups addressing these needs. At the district level, Assistant Principals of Guidance are the first level of data review for suspension; whereas, for English Learner students, it is Horizon's Directors. Continued data review with district teams and site teams, along with review of supports and services will continue through the upcoming year.

This year there was particular concern with English Learner Progress Indicator. When comparing the Percentage Rate of our schools from this past year to the previous year, we found that if a school did really well (e.g., Santa Fe HS and Whittier HS in 2015/16) then they could end up with "green" – even though they continued to do really well, and were still the second and third highest percentages (out of six) in the district for 2016/17, higher than other blue schools. This was because they did not maintain 100% progress. We are anticipating that California HS will be green next year due to this very point, even if they continue to do well. While we are always concerned with English Learners, we typically break down this indicator to look at English Learner progress and redesignation separately; although, we do believe it is appropriate to have the both included in the Progress Indicator. The use of disaggregated data on multiple data points assists sites in pinpointing areas that need assistance.

**Greatest Needs**

	Previous % 15/16	Current % 16/17	Change %
High Schools			
Cal	76.7%	100%	+23.3%
La Serna	56.4%	81.3%	+24.9%
Pioneer	76.7%	86.3%	+9.6%
Santa Fe	100%	95.4%	-4.6%
Whittier	100%	96.4%	-3.6%
Sierra Vista	63.6%	81.8%	+18.2%
WUHSD	80.8%	94.2%	+13.4%

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

The analysis of performance gaps is partially based upon the [LCFF Evaluation Rubrics](#) and the [California Dashboard](#), which utilizes colors for performance levels, going in the high-to-low progression: blue, green, yellow, orange, and red (the lowest). Utilizing this method, below are the two state indicators for which performance of any student group was two or more performance levels below the "all student" performance, along with the steps that Whittier Union is planning to take to address these performance gaps.

**Graduation Rate:** The "all student" rate for graduation is blue, the highest performance level possible. There is only one group that is two performance levels below the blue "all student" level, and that group was in the mid-level range of yellow. The performance of the 294 students in the Students with Disabilities Group on the Graduation Rate indicator is Low, but in the yellow performance level, with 83.7% for the most current year, increasing by 1.2%. As stated in our the Greatest Progress prompt above, in the previous year we had two orange groups, three yellow groups, and four blue groups on our Status and Change Report; however, by following the protocols in place within the district, outlined above under Greatest Needs, at collaborative meetings at all levels, the current Status and Change Report reflects one yellow, two green, and six blue.

Efforts in the Plan to address this issue include structured Professional Learning week for each content area, as well as open collaboration time with high participation by special education teachers. Review of the data and discussion with the site content areas identifies the topic that is currently in need for the focus of Summer Professional Learning. Representation at summer and Best Practices by a Special Education Course Lead ensures cohesion between general education content and special education instruction. The increase in the graduation rate for Students with disabilities has also eliminated the lower rate from three years ago in the three-year graduation rate of (74.8%; 88.6%; and 81.4%), eliminating some of the volatility so a higher trend can begin to grow. Continued supports are developed and assessed both within and outside of the special education department. Case managers are identified in period seven in the student information system in order to provide reports and easily identify contacts for general education teachers so that teams can develop additional resources for students. Additional hours are provided for case managers in the summer to review the cumulative records of incoming students in order to provide support in a timely and proactive manner before students fall behind. We also use our own, more specific data when identifying the need and intervention to ensure identification and support for students on the graduation track. During one of the three annual LCAP Taskforces, each school examines their site's graduation rate and looks at both status and change, devising a plan for improvement based on each site's unique situation.

**Performance Gaps**

**Suspension Rate:** The performance level for "all students" on the suspension rate is green. There are two student groups that are two levels below which is orange; there are not any groups that are red. The suspension rate for all students is 3.4% (Low) and Maintained (-.1%). The first orange group is Students with Disabilities, with a High (8%) rate of suspension that they Maintained (.1%). Additional counseling will be brought in to the sites with the highest rates to proactively deal with some of the situations that arise before they end up in suspensions. Education of staff regarding alternatives to suspension will occur during the year. The other group, African Americans is High (7.3%) and Maintained (.2%) with 113 students in the group, with each student carrying a great deal of weight in the calculation. With the African American subgroup so small, the sites plan on identifying the students who are actually in the subgroup and providing case management through designated counselors. Additionally, looking at relationship factors to see if the suspensions for this group are due to ethnicity factors or due to the fact that each student carries the weight or nearly 1% in the overall district schema, and much more weight in the school's dashboard (so one suspension weighs more heavily than a suspension of a student from a much larger subgroup). The distribution of African Americans at comprehensive high schools throughout the district ranges from 5 students at one site up to 45 students at another site, with two other sites serving 12 students and one site serving 30 students. Only two sites had enough students two two years in a row to be assigned a performance level (both green). Therefore, there will be a conscious effort to query and monitor African American students in a discrete manner so that they do not fall between the cracks due to their small numbers at most school sites. The only group whose suspension rate increased was Filipinos, who are at a Very Low level (.08%) and 126 students (just 13 students larger than African Americans districtwide), or 1% of the student population. Similar to the actions planned in response to

the suspensions for African Americans, additional analyses was undertaken by each school site at the LCAP Taskforce with different actions planned by each for the upcoming school year to ensure that attention is also paid to each group, coupled with discrete monitoring throughout the year just like what will be done for the African American students (outlined above).

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

**Increased or Improved Services**

Efforts to increase or improve services in the Plan include increased Guided Study sections, particularly a Guided Study section for English Learners at La Serna High School, to assist students with time management, organizational skills, and foster a connection with the school that leads to passing all their courses (pg. 117). Secondly, the local pilot of online courses at one alternative school for credit recovery is being expanded to all sites districtwide to assist foster and low-income students recover credits from courses that they failed in the past to ensure a timely graduation (pg. 125). Finally, expansion of the Foster FAFSA Free-for-All, which was quickly put together this past year to serve senior foster students to make sure they not only completed their FAFSA, but also had access to all the funds and services available to foster students (pg. 131).

Horizon's office on each comprehensive high school focus on the support of English Learners, including attendance, course placement and completion, A-G completion, college trips, and access to other academic and personal supports. The increased performance of EL students on multiple measures demonstrates the efforts of the many hardworking staff in this office found on each site (pg. 165). Increased team building of teachers and staff through the analysis of data on common assessments to identify areas of needed support for students in order to gain mastery of content. The results are disaggregated by language proficiency to identify areas of strength and areas in need of support. Through the strong team of course-alike teachers across the district, resources and intervention strategies are shared that provide support to students in areas in need so that they can move forward to more advanced coursework. These relationships benefit all students, but in particular low-income, foster, and English Learner students who often have gaps that can go unnoticed and/or unattended without a systematic approach (pg. 142, 145, 147, & 149).

**Budget Summary**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$173,740,801
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$117,676,296

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund Expenditures of \$56,064,505 not included in this plan are estimated as follows:

\$2,461,392 Title I funds allocated to school sites for supplemental services for at risk youth and for centralized administrative costs related to the program.	
\$59,548 Title III funds for additional professional development for English learners (not allocated in plan)	
\$3,350,009 for information technology costs	
\$1,170,322 for central kitchen	
\$8,399,758 for transportation costs	
\$1,064,636 for legal services	
\$2,976,500 for non-public schools and special education services	
\$927,000 for School Resource Officers	
\$18,417,055 for utilities and operations (fire, alarm, security, waste, copier, pool, exterminator, phone)	
\$17,238,285 for health and welfare expenditures	
Total Projected LCFF Revenues for LCAP Year	\$128,762,959

# Annual Update

## LCAP Year Reviewed: 2017-18

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

#### ORGANIZATION – Vision, Resources, Leadership and Staff

Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support and assess activities that focus on all students achieving high standards, ensuring that the District's mission, vision, beliefs, goals & objectives and measurable targets are reviewed annually and serve to guide the operation of the District to meet the needs of students.

In order for students to achieve at high levels, we believe the following must be in place:

- A highly-qualified staff facilitates achievement of the academic standards and the schoolwide learning outcomes through a system of preparation, induction, and ongoing professional development.
- Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.
- All students have equal access to the school's entire program
- The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and the schoolwide learning outcomes.
- The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement.
- Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Priority 1: Basic Conditions at School: SARC Reports</b>	<b>2017-18</b> 99.8% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.82 average on all indicators on Facility Inspection Reports from all sites  0% Teachers Misassigned  Access to Textbooks in All Core Courses (New math books adopted and purchased -- to be delivered on May 23, 2018)

<p><b>Priority 2: Implementation of State Standards</b></p>	<p><b>2017-18</b> Reflection Survey Completed and Report of Progress to the Board</p> <p>Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>	<p>Combined with the Dashboard Presentation, the results of the Reflection Survey were presented to the Board in November, 2017</p> <p>Teacher Professional Learning: 8.47 days in past year</p> <p>Professional Learning: 80% of teachers participated in WUHSD Best Practices</p> <table border="1" data-bbox="1058 280 1667 750"> <thead> <tr> <th></th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>CHS</td> <td>74%</td> <td>54%</td> <td>80%</td> <td>84%</td> </tr> <tr> <td>LS</td> <td>75%</td> <td>52%</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>PHS</td> <td>81%</td> <td>51%</td> <td>76%</td> <td>79%</td> </tr> <tr> <td>SF</td> <td>62%</td> <td>48%</td> <td>81%</td> <td>78%</td> </tr> <tr> <td>WHS</td> <td>77%</td> <td>51%</td> <td>76%</td> <td>77%</td> </tr> <tr> <td>FHS</td> <td>56%</td> <td>27%</td> <td>20%</td> <td>65%</td> </tr> <tr> <td>SV</td> <td>53%</td> <td>38%</td> <td>69%</td> <td>75%</td> </tr> <tr> <td>Trans</td> <td>78%</td> <td>61%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>WUHSD</td> <td><b>75%</b></td> <td><b>51%</b></td> <td><b>78%</b></td> <td><b>80%</b></td> </tr> </tbody> </table>		2013-14	2014-15	2015-16	2016-17	CHS	74%	54%	80%	84%	LS	75%	52%	86%	87%	PHS	81%	51%	76%	79%	SF	62%	48%	81%	78%	WHS	77%	51%	76%	77%	FHS	56%	27%	20%	65%	SV	53%	38%	69%	75%	Trans	78%	61%	70%	75%	WUHSD	<b>75%</b>	<b>51%</b>	<b>78%</b>	<b>80%</b>
	2013-14	2014-15	2015-16	2016-17																																																
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<p><b>Priority 7: Course Access</b></p>	<p><b>2017-18</b> Maintain sections in Master Schedule at a <b>minimum of 4.5 sections per student</b> to ensure access to broad selection of courses</p>	<p>5.96 sections per student</p>																																																		
<p><b>Priority 4: Academic Achievement - Academic Indicator Grade 11 SBAC (DF3)</b></p>	<p><b>2017-18</b> ELA: 35 points above level 3 Math: 40 points below level 3</p>	<p>ELA: 27 points above level 3 Math: 63 points below level 3</p>																																																		

**Priority 4: Academic Achievement: 2017-18  
English Learner Progress**

Name	RFEP + EL Changes
WUHSD	77.5%
California HS	74.5%
La Serna HS	68.0%
Pioneer HS	86.5%
Santa Fe HS	75.5%
Whittier HS	78.5%

	Previous ELPI % 15/16	STATUS Current ELPI % 16/17	Change %
Cal	76.7%	100%	+ 23.3 %
La Serna	56.4%	81.3%	+ 24.9 %
Pioneer	76.7%	86.3%	+ 9.6 %
Santa Fe	100%	95.4%	- 4.6 %
Whittier	100%	96.4%	- 3.6 %
Sierra Vista	63.6%	81.8%	+ 18.2 %
WUHSD	80.8%	94.2%	+ 13.4 %

**Priority 5: Student Engagement: 2017-18  
Graduation Rate** Maintain 95.5% or higher

On the Dashboard, WUHSD Grad Rate has gone from 95.7% in 2015, to 95.5 in 2016 up to 97% in 2017

**Priority 5: Student Engagement: 2017-18  
Chronic Absenteeism** 9%

2017/18 CORE Chronic Absentee Rate: 11% This is an increase from 10.0% in 16/17 and 7.0% in 15/16 with the same measures.

Chronic Absenteeism Rates			
CORE Data	15/16	16/17	17/18
Districtwide	7%	10%	11%
African American	4%	16%	11%
Asian	1%	4%	5%
ELs (+4 years RFEP)	7%	10%	11%
Filipino	5%	7%	2%
Foster	10%	12%	21%
Hispanic	7%	11%	11%
Homeless	10%	15%	16%
SocioEconomic Dis.	8%	13%	12%
Students w/Dis	15%	17%	16%

White	7%	12%	14%
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We have been monitoring Chronic Absenteeism for the past three years through the CORE Data Collaborative. With the calculation differing solely in the number of requisite days of enrollment (State calculation has no minimum, while CORE has a minimum student enrollment of 45 days, removing some of the errors that can come from a student who is enrolled 10 days, then dropped after a 1 day absence being considered as a chronic absentee).

13.1% is the District Chronic Absenteeism Rate for 2016/17 according to CDE DataQuest, which only has one year of data, with subgroups making up more than 1% of the district listed below

Ethnicity	Enrollment	Chronic Abs Rate
African American	120	15.80%
Asian	133	5.30%
Filipino	127	2.40%
Hispanic or Latino	11,156	13.00%
White	1,018	16.10%
<b>All</b>	<b>12,685</b>	<b>13.10%</b>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Base level of Staffing</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Base level of staffing was provided throughout the district to teachers and support staff from general LCFF funds</p>	<p>Base certificated personnel (Note: 31:1 Teacher Staffing ratio from Base) - 1000-1999 Certificated Salaries - LCFF: \$50,412,966</p> <p>2000-2999 Classified Salaries - LCFF: \$19,632,280</p> <p>3000-3999 Employee Benefits - LCFF: \$21,431,380</p>	<p>1000-1999 Certificated Salaries - LCFF: \$48,488,399</p> <p>2000-2999 Classified Salaries - LCFF: \$20,878,020</p> <p>3000-3999 Employee Benefits - LCFF: \$20,705,511</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain academic and career counseling services to ensure students are placed in appropriate and most rigorous coursework in preparation for college and career, ensuring students are directed, not invited, to stretch to maximum heights.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Academic and career counseling to ensure targeted students are placed in correct classes to graduate and meet A-G coursework, in addition to the most rigorous courses appropriate in preparation for college and career. Counselors spend a great deal of time with EL students and students from low economic backgrounds to ensure that placements are supports are directed, not invited, so that these students are stretched to maximum heights that they would not have thought to do before.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$3,189,399</p> <p>3000-3999 Employee Benefits - LCFF: \$809,439</p>	<p>1000-1999 Certificated Salaries - LCFF: \$4,663,110</p> <p>3000-3999 Employee Benefits - LCFF: \$1,630,729</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to reduce class sizes and increase Course Access by increasing staffing by additional .5 students per FTE (equivalent of 6 FTEs)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to reduce class sizes and additional one half or a student per class, from 31.5 to 31, allowing the 70% of targeted students that are spread throughout all of the district's classes to benefit from more attention and more access in all of their courses.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$521,367</p> <p>3000-3999 Employee Benefits - LCFF: \$182,510</p>	<p>1000-1999 Certificated Salaries - LCFF: \$554,119</p> <p>3000-3999 Employee Benefits - LCFF: \$211,231</p>
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher Professional Learning in Summer and Best Practices (CCSS, NGSS, ELD, integration of technology with content standards and assessment applications) Course Lead +1 from each site attend content weeks in summer for ELA, Math, Science, SS, and World Language then share professional learning with teachers on their site teams. Sub time throughout the school year to continue to implement summer professional learning and attend Best Practices after administration of common assessments.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Summer Professional Learning provided time for teams of teachers and counselors to collaborate and improve services for students, planning strategies and activities to raise achievement of targeted students throughout the district as demonstrated on On-Target Rates, Graduation Rates, and other relevant data). Whenever there is a dip in this data, Summer is when there is time to really dig into the data to determine what caused that dip and make plans so it does not happen again.</p>	<p>Presenters, Stipends, Subs - 1000-1999 Certificated Salaries - College Readiness Block Grant: \$385,305</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$400,000</p> <p>3000-3999 Employee Benefits - College Readiness Block Grant: \$239,342</p> <p>Support materials and copies, lunch, &amp; water (~\$30 per day per person) - 4000-4999 Books and Supplies - College Readiness Block Grant: \$81,461</p> <p>IDC - 2000-2999 Classified Salaries - College Readiness Block Grant: \$12,135</p> <p>subs - 1000-1999 Certificated Salaries - LCFF</p>	<p>1000-1999 Certificated Salaries - College Readiness Block Grant: \$377,685</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$279,201</p> <p>3000-3999 Employee Benefits - College Readiness Block Grant: \$121,916</p> <p>4000-4999 Books and Supplies - College Readiness Block Grant: \$80,846</p> <p>2000-2999 Classified Salaries - College Readiness Block Grant: \$13,124</p> <p>subs - 1000-1999 Certificated Salaries - LCFF: \$332,386</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Location: All Schools</p> <p>Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers as needed</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provides BTSA Induction Program for beginning teachers and the PAR Program for other teachers, as needed</p>	<p>1000-1999 Certificated Salaries - LCFF: \$60,011</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$13,573</p> <p>4000-4999 Books and Supplies - College Readiness Block Grant: \$17,865</p> <p>Professional Learning and Conferences - 5000-5999 Services and Other Operating Expenses - College Readiness Block Grant: \$6,500</p>	<p>Two period to mentor new teachers and run program - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$54,591</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$11,311</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title II: \$453</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$2,421</p>
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NBPTS Application Process</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In support of teachers who are attempting to become Board Certified, WUHSD provides 8 release days per year, pays up to \$1,900 of the cost of the program, covers up to \$400 of a support program and pays up to \$950 for retaking test(s). There were four WUHSD teachers going through the process in the 2017/18 school year. (Some years there have been over 15 teachers going through the process)</p>	<p>NBPTS Application and Program Support Costs - 5000-5999 Services and Other Operating Expenses - LCFF: \$23,240</p> <p>Certificated sub costs for teachers to be released to observe and work together on application - 1000-1999 Certificated Salaries - LCFF: \$11,445</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$24,210</p> <p>1000-1999 Certificated Salaries - LCFF: \$6,120</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional Clear Administrator Induction Program for five administrators through WUHSD local program (under ACSA's umbrella)</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continued with two local coaches (stipend for one); four candidates will clear credential in June, with fifth candidate clearing in Dec. due to</p>	<p>Certificated coach stipend - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p> <p>Support of Candidates in Program - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,000</p> <p>Induction Supplies - 4000-4999 Books and Supplies - LCFF: \$7,300</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$15,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$281</p> <p>4000-4999 Books and Supplies - LCFF: \$332</p> <p>Required Professional Learning and Conferences - 5000-5999 Services and Other Operating Expenses -</p>

includes stipend for coach consultant, annual upkeep of (two) coaches certification through network professional learning, (five) annual candidate enrollments, and local professional learning for candidates.	later start and maternity leave.	Professional Learning and Conferences - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,400	LCFF: \$5,247
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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff and training to support effective teaching and learning, particularly for the underachieving students and subgroups</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Different ways of ensuring that Leadership Development strategies explored in Summer Professional Learning reach all teachers at the site have been examined and refined, with increasing accountability structures built into the Plans each year. This past year, time was provided for the Course Leads +1 to not only plan when they were going to share this knowledge with their colleagues, but also to develop the "lesson" and attach it to their "Take-Back Plan" Continual strategies for developing leadership in teachers is unfused throughout the year at professional learning, Best Practices, and Department Chair meetings.</p>	<p>1000-1999 Certificated Salaries - College Readiness Block Grant: \$18,000</p> <p>3000-3999 Employee Benefits - College Readiness Block Grant: \$5,000</p> <p>4000-4999 Books and Supplies - College Readiness Block Grant: \$2,000</p>	<p>1000-1999 Certificated Salaries - College Readiness Block Grant: \$18,000</p> <p>3000-3999 Employee Benefits - College Readiness Block Grant: \$3,240</p> <p>No books or supplies needed other than those already on hand - 4000-4999 Books and Supplies - College Readiness Block Grant: \$0</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>1000-1999 Certificated Salaries - LCFF: \$81,210</p> <p>3000-3999 Employee Benefits - LCFF: \$21,115</p>	<p>1000-1999 Certificated Salaries - LCFF: \$45,459</p> <p>3000-3999 Employee Benefits - LCFF: \$9,546</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Data Leads at six sites (10 hours/month) to collect and display data on the services provided to targeted students (EL, foster, SED) in order to provide decisionmakers with information on the effectiveness of those services</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This being the fourth year with Data Leads, they are becoming even more valuable as sites improve on their ability to use data to hone in on the aspects of effectiveness in their LCAP interventions and determine which actions are the best use of funds, and principally directed towards the success of their targeted students.</p>		
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**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Join consortia with other partner school districts to provide services and workshops to parents of English Learner Parents to engage them in the educational process of child and assist them in understanding the high school and post-secondary requirements.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>WUHSD partnered with other local elementary districts in welcoming a parent empowerment group that provides services and workshops to parents of English Learners in Spanish.</p>	<p>Contracting with local provider of workshops for English Learner parents in the community; Cost shared with three of partner elementary school districts - 5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000</p>

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Community Liaison to help develop</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Community Liaison worked with</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$40,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$40,000</p>

relationships and encourage participation with stakeholders who normally would not participate in the LCAP process	students from all sites getting them involved with the community; doing projects in the community; and also with parent groups to elicit involvement from parents who normally do not get involved		
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**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional Learning for Classified personnel to ensure that students are supported at the highest level possible both in and out of the classroom. Workshops may include professional learning and support for personnel in the area of behavior management, technology, food service regulations, communication, safety and security, and other areas that ensure the best possible performance and environment for staff and students.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional Learning for Classified, primarily Special Ed instructional aides, to ensure students were receiving highest level of support that was pushing them to the stretch. Another area of professional learning this past year was in the area of safety, particularly safeguarding students.</p>	<p>2000-2999 Classified Salaries - Federal Revenues - Title II: \$150,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$26,000</p>	<p>2000-2999 Classified Salaries - Federal Revenues - Title II: \$98,216</p> <p>2000-2999 Classified Salaries - Federal Revenues - Title II: \$18,674</p>

**Analysis**

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

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

This goal was implemented with fidelity.

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

This is the second full year after major changes in district and site leadership. Overall, the transition has been very smooth, due to the implementation of many of these actions and their effectiveness in building a strong base of administrators, teachers, and classified support staff that work together for the benefit of the student. While we continue to strive to improve on many of our internally-determined metrics, such as On-Target Rate, there is a point at which we are going to hit a plateau. With over 90% of our ninth grade class on-target to graduate, and the other grades even higher, we realize that growth will be minimal, if at all. Maintaining at the current level can be considered a positive outcome.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Often times there was money budgeted for books or supplies, and there was either not as much needed as was budgeted more

or nothing additional was needed other than what was already on hand (e.g., in Action 8 for Leadership Development). Subs for Professional Learning throughout the year were not substantially budgeted for in Goal 1 (here) nor in Goal 3; therefore, the expenditure needed to be added in the annual update.

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.

Professional Learning for Classified (#12) was expanded to Google Training for Clerical Staff and Enhanced Security Training for Security Personnel on the Sites.

**CURRICULUM & INSTRUCTION**

All students experience high-quality instruction that engages their interest while providing a rigorous, relevant and coordinated curriculum that supports the achievement of the State Content Standards.

In order for students to achieve at high levels, we believe the following must be in place.

**Goal 2**

- All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state and national assessments that prepare them for college and career after high school
- All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engage students, emphasize higher order thinking skills, and help them succeed at high academic levels.
- Teachers continue to develop personally and professionally, regularly articulating with teachers from partner middle schools and local colleges, reviewing the success of the graduates to learn about their own program and others, while also using educational research to strengthen the current instructional program so all students achieve at higher levels

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes  
Local Priorities:

**Annual Measurable Outcomes**

	Expected	Actual																																																		
<b>Priority 2: Implementation of State Standards</b>	<b>2017-18</b> Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)  Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)	Combined with the Dashboard Presentation, the results of the Reflection Survey were presented to the Board in November, 2017  Teacher Professional Learning: 8.47 days in past year  Professional Learning: 80% of teachers participated in WUHSD Best Practices  <table border="1"> <thead> <tr> <th></th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>CHS</td> <td>74%</td> <td>54%</td> <td>80%</td> <td>84%</td> </tr> <tr> <td>LS</td> <td>75%</td> <td>52%</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>PHS</td> <td>81%</td> <td>51%</td> <td>76%</td> <td>79%</td> </tr> <tr> <td>SF</td> <td>62%</td> <td>48%</td> <td>81%</td> <td>78%</td> </tr> <tr> <td>WHS</td> <td>77%</td> <td>51%</td> <td>76%</td> <td>77%</td> </tr> <tr> <td>FHS</td> <td>56%</td> <td>27%</td> <td>20%</td> <td>65%</td> </tr> <tr> <td>SV</td> <td>53%</td> <td>38%</td> <td>69%</td> <td>75%</td> </tr> <tr> <td>Trans</td> <td>78%</td> <td>61%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>WUHSD</td> <td><b>75%</b></td> <td><b>51%</b></td> <td><b>78%</b></td> <td><b>80%</b></td> </tr> </tbody> </table>		2013-14	2014-15	2015-16	2016-17	CHS	74%	54%	80%	84%	LS	75%	52%	86%	87%	PHS	81%	51%	76%	79%	SF	62%	48%	81%	78%	WHS	77%	51%	76%	77%	FHS	56%	27%	20%	65%	SV	53%	38%	69%	75%	Trans	78%	61%	70%	75%	WUHSD	<b>75%</b>	<b>51%</b>	<b>78%</b>	<b>80%</b>
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<b>Priority 4: Academic Achievement 2017-18</b> - Academic Indicator Grade 11 SBAC (DF3)	ELA: 35 points above level 3  Math: 40 points below level 3	ELA: 27 points above level 3																																																		

Math: 63 points below level 3

**Priority 4: Academic Achievement: 2017-18**  
**English Learner Progress**

Name	RFEP + EL Changes
WUHSD	77.5%
California HS	74.5%
La Serna HS	68.0%
Pioneer HS	86.5%
Santa Fe HS	75.5%
Whittier HS	78.5%

ELPI % (RFEP +EL)	Previous ELPI % 15/16	STATUS Current ELPI % 16/17	Change %
Cal	76.7%	100%	+ 23.3 %
La Serna	56.4%	81.3%	+ 24.9 %
Pioneer	76.7%	86.3%	+ 9.6 %
Santa Fe	100%	95.4%	- 4.6 %
Whittier	100%	96.4%	- 3.6 %
Sierra Vista	63.6%	81.8%	+ 18.2 %
<b>WUHSD</b>	<b>80.8%</b>	<b>94.2%</b>	+13.4%

**Priority 5: Student Engagement: 2017-18**  
**Graduation Rate** Maintain 95.5% or higher

97.0%

**Priority 5: Student Engagement: 2017-18**  
**Chronic Absenteeism** 9%

2017/18 CORE Chronic Absentee Rate: 11% This is an increase from 10.0% in 16/17 and 7.0% in 15/16 with the same measures.

Chronic Absenteeism Rates			
CORE Data	15/16	16/17	17/18
Districtwide	7%	10%	11%
African American	4%	16%	11%
Asian	1%	4%	5%
ELs (+4 years RFEP)	7%	10%	11%
Filipino	5%	7%	2%
Foster	10%	12%	21%
Hispanic	7%	11%	11%
Homeless	10%	15%	16%
SocioEconomic Dis.	8%	13%	12%

Students w/Dis	15%	17%	16%
White	7%	12%	14%

We have been monitoring Chronic Absenteeism for the past three years through the CORE Data Collaborative. With the calculation differing solely in the number of requisite days of enrollment (State calculation has no minimum, while CORE has a minimum student enrollment of 45 days, removing some of the errors that can come from a student who is enrolled 10 days, then dropped after a 1 day absence being considered as a chronic absentee).

13.1% is the District Chronic Absenteeism Rate for 2016/17 according to CDE DataQuest, which only has one year of data,, with subgroups making up more than 1% of the district listed below

Ethnicity	Enrollment	Chronic Abs Rate
African American	120	15.80%
Asian	133	5.30%
Filipino	127	2.40%
Hispanic or Latino	11,156	13.00%
White	1,018	16.10%
<b>All</b>	<b>12,685</b>	<b>13.10%</b>

<b>AP Participation Rate: Percentage of Unique Students Taking at least One Test</b>	<b>2017-18</b> 21%	27%
<b>AP Pass Rate</b>	<b>2017-18</b> 41.5%	43.9%
<b>A-G Rate</b>	<b>2017-18</b> 53%	55% (all) 61% (Comp HS) <a href="#">Longitudinal data</a>
<b>D/F Rates Sem 1</b>	<b>2017-18</b> 11.1%	11.5% <a href="#">D/F Rates by Dept</a>

<b>D/F Rates Sem 2</b>	<b>2017-18</b> 12.5%	12.1% <a href="#">D/F Rates by Dept.</a>
<b>On-Target for Graduation Rate Sem 1</b>	<b>2017-18</b> 94%	93% <a href="#">Longitudinal data</a>
<b>On-Target for Graduation Rate Sem 2</b>	<b>2017-18</b> 94%	94% <a href="#">Longitudinal data</a> <a href="#">Disaggregated Longitudinal data</a>
<b>EL Reclassification Rate</b>	<b>2017-18</b> 8.5%	11.7%



Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase Summer School sections for Targeted Students (EL, foster, SED) at all sites to ensure that academic proficiency and credit attainment are at expected levels. Summer School Staffing consists of certificated Admin Intern (TOSA with one at each comp. HS sites to run summer school &amp; support expanded offerings while building org. capacity); certificated teachers; and classified support.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The number of summer school sections has dropped dramatically since last year (summer of 2017) , This is because in the summer of 2017, and later, we partnered with Mt SAC to pay for the majority of our summer school sections, as well as the admin intern and one classified support person, through their SPSS program.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$226,280</p> <p>2000-2999 Classified Salaries - LCFF: \$98,947</p> <p>3000-3999 Employee Benefits - LCFF: \$57,466</p>	<p>1000-1999 Certificated Salaries - LCFF: \$131,152</p> <p>2000-2999 Classified Salaries - LCFF: \$41,431</p> <p>3000-3999 Employee Benefits - LCFF: \$31,065</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>After-School Courses to support targeted students in credit recovery along with parallel support to ensure success the first time in course</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>After-School Courses primarily directed to low-income students and foster students for the purpose of credit recovery. These courses are typically offered 2nd semester for courses that students failed or got a D in 1st semester so students are ready to move on to the next level at the end of the year. This year two high schools focused on English and Social Science in particular.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$71,708</p> <p>3000-3999 Employee Benefits - LCFF: \$12,908</p> <p>Outside contractor for providing after-school courses - 5000-5999 Services and Other Operating Expenses - LCFF: \$35,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$42,134</p> <p>3000-3999 Employee Benefits - LCFF: \$8,573</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Additional sections at each site provide credit recovery and parallel academic courses, along with socio-emotional support to students, ensure students, particularly SED students, do not fall behind in credits. Guided Study comprises some of the sections for the low-income at-risk students at all sites. Guided Study are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for students' ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn. (158 additional support sections districtwide).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Additional sections within the school day primarily directed towards ensuring the success of foster and SED students by embedding organizational skills and time management, intensive support and monitoring, and homework checks. Focusing students on a growth mindset, these courses push students in a positive manner -- making students believe in themselves and what they can do. Classes besides Guided Study included Concept Geometry, which allowed students who struggled with Algebra 1 a class to strengthen Algebra 1 concepts while being introduced to Geometry concepts, thus allowing these students to remain on the A-G track. Careful selection of these teachers was critical as these students needed more than simple math instruction. There was a total of 156 sections in the 2017/18 school year.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,228,000</p> <p>3000-3999 Employee Benefits - LCFF: \$467,880</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,808,000</p> <p>3000-3999 Employee Benefits - LCFF: \$491,400</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide additional sections for SDAIE &amp; ELD in order to support EL students' success. This provides parallel support classes as well as lower class sizes in other coursework so EL students get more personalized and individual attention. Parallel Academic English Development (ALD) courses assist English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills (total EL support sections 139 district)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>There were 133 sections for English Learners that were added into the Master Schedules at the different schools for parallel Academic Language Development (ALD), a SDAIE Guided Study (LSHS), smaller SDAIE content courses, and other EL support courses. Each site designs supports in different manners, so when deciding where to increase support, the percentage of English Learners in the class must exceed 35%.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,224,000 3000-3999 Employee Benefits - LCFF: \$578,240</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,394,000 3000-3999 Employee Benefits - LCFF: \$465,891</p>
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**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools, Specific Schools: Comprehensive High Schools</p> <p>Ed Tech Support Leads foster seamless integration of technology with curriculum. Teachers at each comprehensive high school have release periods to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further understanding and engagement. (total of 7 sections + hourly Trans)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools, Specific Schools: Comprehensive HS &amp; Transition Program</p> <p>Each site designs their Ed Tech program, including how many periods they will release the teacher(s) they hire for the position. This year, between all of the sites, there was a total of seven release periods and one site that used a hourly tech. The rise in computer literacy among the teachers is evident in the assignments seen in classrooms, with a corresponding rise seen in students' academic computer</p>	<p>1000-1999 Certificated Salaries - LCFF: \$118,000 3000-3999 Employee Benefits - LCFF: \$30,680 Conferences - 5000-5999 Services and Other Operating Expenses - LCFF: \$6,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$126,000 3000-3999 Employee Benefits - LCFF: \$23,184 5000-5999 Services and Other Operating Expenses - LCFF: \$5,328</p>

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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Open Media Center until evening so students can access technology, resources, and tutoring services. Staffed with a full-time computer lab assistant to monitor media center and provide computer assistance to students.</p> <p>Provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, College and High School Tutors to assist.</p> <p>The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using College tutors, as well as the location of the technology carts.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive high schools</p> <p>Media Centers are open until early evening for students to use the computers or print. We have found that printing cartridges, with their high cost, prevent many of the SED students from completing assignments in their classes that need to be turned in typed and hard copy.; therefore, the decision to keep the Media Centers open later was principally directed towards the SED, foster, and EL students who could not afford to print assignments at home -- due to lack of internet, computer or print cartridges. Opening the Media Centers led to changes in staffing configurations, tutoring hours, and other support structures.</p>	<p>2000-2999 Classified Salaries - LCFF: \$436,376</p> <p>1000-1999 Certificated Salaries - LCFF: \$271,352</p> <p>2000-2999 Classified Salaries - LCFF: \$104,470</p> <p>3000-3999 Employee Benefits - LCFF: \$293,111</p>	<p>2000-2999 Classified Salaries - LCFF: \$392,790</p> <p>1000-1999 Certificated Salaries - LCFF: \$143,298</p> <p>Tutors - 2000-2999 Classified Salaries - LCFF: \$324,158</p> <p>3000-3999 Employee Benefits - LCFF: \$29,894</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p>	<p>Devices - 4000-4999 Books and Supplies - LCFF: \$673,843</p> <p>Technology carts for devices - 4000-4999 Books and Supplies - LCFF: \$318,406</p> <p>Software services and aps for devices to support instruction - 5000-5999</p>	<p>4000-4999 Books and Supplies - LCFF: \$263,805</p> <p>4000-4999 Books and Supplies - LCFF: \$28,453</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$132,468</p>

<p>Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying carts/furniture will ensure students have access to all forms of content and that they are fully prepared for college and career, particularly those students who do not have access to these devices at home.</p> <p>Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it-In, CA streaming video, Artstor, and other content providers). Pilot of an online course provider for on-site credit recovery program for at-risk students (CyberHigh).</p>	<p>Technology has almost reached the goal status of 1:1 at the sites, particularly with the introduction of BYOD this past year; however, with many devices purchased being Chromebooks with a three-year life, we are now actively entering the Replacement Plan Phase.</p>	<p>Services and Other Operating Expenses - LCFF: \$182,499</p>	
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**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Support &amp; Training of Academic Mentors: Academic Mentors support teachers in the classroom to ensure targeted students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting at-risk students within the classroom. The use of Academic Mentors has</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Training of Academic Mentors was conducted on all sites last year, but not to the extent desired on some sites due to changes in personnel.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$21,462 3000-3999 Employee Benefits - LCFF: \$3,863</p>	<p>1000-1999 Certificated Salaries - LCFF: \$18,624 3000-3999 Employee Benefits - LCFF: \$2,831</p>

proven to be highly effective, not only from surveys of students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains.

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Professional Development for learning best instructional practices when teaching targeted students in all content areas (including Visual and Performing Arts and Physical Education).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Internal and External PD selected to support teachers in learning strategies to support targeted students in the classroom</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$128,000</p> <p>Sub Costs - 1000-1999 Certificated Salaries - LCFF: \$98,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$98,546</p> <p>stipends or subcosts - 1000-1999 Certificated Salaries - LCFF: \$106,560</p>

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Training on the ELD Framework, EL Shadowing, and support for continuing cohorts from Dr. Soto (outside consultant)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This was not offered this year</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$21,750</p> <p>Certificated Subs - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$15,264</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title III: \$1,908</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$0</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$0</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title III: \$0</p>

**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>College and Career Pathways: In order to engage students in their current educational pursuit and prepare them for college and career, interaction with potential careers is done through a variety of methods (e.g. Naviance, hands-on experiences, or course sequences). Support of struggling students in these different exploratory experiences varies from clerk positions, additional tutoring, assignments in Naviance. including PSAT uploaded into Naviance and/or Road trip Nation for career exploration, all depending upon the school site. CTE Pathways are expanded on sites and with support of ROP. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal of enrollment in a four-year college upon graduation (CHS, LS, WHS).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Naviance Experiences (PSAT uploaded); US Puente Program; College Trips; Foster FAFSA Free-4-All Night, and many other supporting activities principally directed towards the targeted groups promoted college and career throughout the year</p>	<p>Tutoring, Mentoring, Subs - 1000-1999 Certificated Salaries - LCFF: \$15,000 2000-2999 Classified Salaries - LCFF: \$379,480 3000-3999 Employee Benefits - LCFF: \$140,830 Naviance &amp; Career Exploration - 5000-5999 Services and Other Operating Expenses - LCFF: \$92,000 Puente - 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000 Puente - 4000-4999 Books and Supplies - LCFF: \$15,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$15,470 College Career Center - 2000-2999 Classified Salaries - LCFF: \$351,246 3000-3999 Employee Benefits - LCFF: \$132,017 5000-5999 Services and Other Operating Expenses - LCFF: \$13,214 5000-5999 Services and Other Operating Expenses - LCFF: \$15,000 Puente and Foster-Free-4-All Night - 4000-4999 Books and Supplies - LCFF: \$15,443</p>

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English</p>	<p>1000-1999 Certificated Salaries - LCFF: \$19,080 3000-3999 Employee Benefits - LCFF: \$5,342 4000-4999 Books and</p>	<p>1000-1999 Certificated Salaries - LCFF: \$20,347 3000-3999 Employee Benefits - LCFF: \$4,654 4000-4999 Books and</p>

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Visual and Performing Arts Lead: Engage students with school and the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support through a new VAPA Lead position. Outreach to the community will expand through the development and maintenance of a district VAPA website and articulation with middle schools and community groups.</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>VAPA Lead primarily directs actions towards students who have not been exposed to arts before to get them to select courses</p>	<p>Supplies - LCFF: \$3,500</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$4,500</p>	<p>Supplies - LCFF: \$3,121</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$3,213</p>
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**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Location: Specific Schools: Transition</p> <p>Career Life Skills Micro Enterprise Equipment and curricular materials</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: Transition</p> <p>Micro Enterprise Equipment to develop Career Life Skills</p>	<p>4000-4999 Books and Supplies - LCFF: \$6,800</p>	<p>4000-4999 Books and Supplies - LCFF: \$6,466</p>

**Action 16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: WHS</p> <p>Middle School and Elementary School Outreach: In order to ease middle schools students' anxiety about the transition from middle school to high</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: WHS</p> <p>Did not need to spend any money on the outreach; it was done without spending funds</p>	<p>4000-4999 Books and Supplies - LCFF: \$5,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$0</p>

school and to raise skills, high school content teachers and students will provide after-school workshops provided on the high school site to middle school and elementary school students. Other efforts will be made to increase articulation with middle and elementary schools in Social Science and VAPA (two content areas not articulated on district level), with students also going to middle schools so that students are meeting their Link Crew Leader before the start of high school. This is in response to low on-target rates for freshman.

## 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.

Each of the actions on this goal were implemented except for the training on the ELD Framework and shadowing (#12) was not offered the past two years and will be removed from the plan. Four cohorts of shadowing have had this training within the district. Additionally, there were not any funds spent on the outreach to elementary and middle schools by Whittier High School (#16), as they first thought there might be. So although the outreach did occur, it did so at no cost. All of the other actions were implemented as planned, if not at full cost, but at full intent.

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

The effectiveness of this goal is truly seen in the measures of Graduation Rate and A-G rates at the comprehensive high schools. With graduation rates exceeding 95% and average A-G rate of 61%, and rising each year, these actions and services are highly effective in supporting all students. With a directed, not invited, attitude towards intervention, WUHSD makes sure that every student has options after graduation.

When conducting longitudinal analyses as to where our high-risk students were four years after attending Guided Study classes as freshman in 2014, only 3 students out of 362 were not in an educational setting, or .8% dropout. While there were 23 students (6.4%) regularly attending alternative education and 17 students (4.7%) attending comprehensive high schools outside of the district, the remaining 319 original high-risk students (88.1%) who entered the district in the fall of 2014 were on-track to graduate from one of the districts comprehensive high schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Many of the Goals are "people heavy" and with a 2% raise this past year, some of the budgeted allocations were exceeded in the certificated (1000), classified (2000), or benefits (3000) categories.

As stated earlier under implementation, training on ELD framework (#12) and outreach to middle schools (#16) did not encroach on any funds this past year.

Additionally, the Naviance program (#13) that was going to be nearly a \$60,000 annual expense to the district, was paid for by Tri-Cities ROP as part of their grant, eliminating a large expense for WUHSD.

The site (WHS) that was going to use an outside provider for after-school services, included courses, decided not to use them after all. They found they were too expensive for the services provided and found their own staff had better connections with the students.

Summer School costs were much lower than budgeted due to a new partnership with Mt SAC community college. While Mt SAC paid for 96 sections in the 2017 summer, we expect that they will be paying for more than that in the upcoming summers when there is more time to plan out the summer schedule. This allows us to use S&C funds to focus intensive instruction of EL, SED, and foster students with smaller class sizes for those students who need to close gaps or who need more language instruction to take more rigorous courses in the fall.

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.

In the action related to College Career Readiness (#13) we added support for foster students with an evening event that we plan to expand in future years: Foster Free-4-All. At this event, students completed their FAFSA and Chafee with WUHSD staff, then had an opportunity to meet with Social Worker in charge of transition or with different colleges in the room so that all students were not only aware of options but they could also get additional financial support beyond the grants in the FAFSA and Chafee. Middle School & Elementary School Outreach was done within means of other goals.

**ASSESSMENT AND ACCOUNTABILITY**

Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of best practices so that students learn challenging content and student performance is increased.

In order for students to achieve at high levels, we believe the following must be in place:

**Goal 3**

- The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data.
- Teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student.
- Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards.
- The assessment of student achievement in relation to standards drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 8. Other pupil outcomes  
Local Priorities:

**Annual Measurable Outcomes**

	Expected	Actual																																													
<p><b>Priority 1: Basic Conditions at School: SARC</b></p> <p><b>2017-18</b> 99.83% Average on all indicators on Facility Inspection Reports from all 7 sites</p> <p>0% Teacher Misassigned</p> <p>Access to Textbooks in All Core Courses</p>	<p>99.82 average on all indicators on Facility Inspection Reports from all sites</p> <p>0% Teachers Misassigned</p> <p>Access to Textbooks in All Core Courses (New math books adopted and purchased -- to be delivered on May 23, 2018)</p>																																														
<p><b>Priority 4: Academic Achievement: 2017-18</b> <b>English Learner Progress</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>77.5%</td> </tr> <tr> <td>California HS</td> <td>74.5%</td> </tr> <tr> <td>La Serna HS</td> <td>68.0%</td> </tr> <tr> <td>Pioneer HS</td> <td>86.5%</td> </tr> <tr> <td>Santa Fe HS</td> <td>75.5%</td> </tr> <tr> <td>Whittier HS</td> <td>78.5%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	77.5%	California HS	74.5%	La Serna HS	68.0%	Pioneer HS	86.5%	Santa Fe HS	75.5%	Whittier HS	78.5%	<table border="1"> <thead> <tr> <th>ELPI % (RFEP +EL)</th> <th>Previous ELPI % 15/16</th> <th>STATUS Current ELPI % 16/17</th> <th>Change %</th> </tr> </thead> <tbody> <tr> <td>Cal</td> <td>76.7%</td> <td>100%</td> <td>+ 23.3 %</td> </tr> <tr> <td>La Serna</td> <td>56.4%</td> <td>81.3%</td> <td>+ 24.9 %</td> </tr> <tr> <td>Pioneer</td> <td>76.7%</td> <td>86.3%</td> <td>+ 9.6 %</td> </tr> <tr> <td>Santa Fe</td> <td>100%</td> <td>95.4%</td> <td>- 4.6 %</td> </tr> <tr> <td>Whittier</td> <td>100%</td> <td>96.4%</td> <td>- 3.6 %</td> </tr> <tr> <td>Sierra Vista</td> <td>63.6%</td> <td>81.8%</td> <td>+ 18.2 %</td> </tr> <tr> <td>WUHSD</td> <td>80.8%</td> <td>94.2%</td> <td>+ 13.4 %</td> </tr> </tbody> </table>	ELPI % (RFEP +EL)	Previous ELPI % 15/16	STATUS Current ELPI % 16/17	Change %	Cal	76.7%	100%	+ 23.3 %	La Serna	56.4%	81.3%	+ 24.9 %	Pioneer	76.7%	86.3%	+ 9.6 %	Santa Fe	100%	95.4%	- 4.6 %	Whittier	100%	96.4%	- 3.6 %	Sierra Vista	63.6%	81.8%	+ 18.2 %	WUHSD	80.8%	94.2%	+ 13.4 %
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<b>Priority 4: Academic Achievement 2017-18</b> <b>- Academic Indicator Grade 11 SBAC (DF3)</b>	<b>2017-18</b> ELA: 35 points above level 3 Math: 40 points below level 3	ELA: 27 points above level 3 Math: 63 points below level 3
<b>SBAC Participation Rate</b>	<b>2017-18</b> Maintain above 96%	On the <a href="#">Dashboard</a> , WUHSD Grad Rate has gone from 95.7% in 2015, to 95.5 in 2016 up to 97% in 2017
<b>AP Participation Rate</b>	<b>2017-18</b> 22.4%	27%
<b>AP Pass Rate</b>	<b>2017-18</b> 41.8%	43.9%
<b>EAP College-Ready</b>	<b>2017-18</b> ELA 28%; Math 10%	ELA 24% Math 8%
<b>D/F Rates Sem 1</b>	<b>2017-18</b> 11.1%	11.5% <a href="#">D/F Rates by Dept</a>
<b>D/F Rates Sem 2</b>	<b>2017-18</b> 12.5%	12.1% <a href="#">D/F Rates by Dept.</a>
<b>On-Target for Graduation Sem 1</b>	<b>2017-18</b> 94%	93% <a href="#">Longitudinal data</a>
<b>On-Target for Graduation Rate Sem 2</b>	<b>2017-18</b> 94%	94% <a href="#">Longitudinal data</a> <a href="#">Disaggregated Longitudinal data</a>
<b>SBAC ELA Participation and Proficiency Rates</b>	<b>2017-18</b> SBAC ELA Participation Rate 96% SBAC ELA Proficiency Rate 68%	ELA Participation 97% ELA Proficiency 61%

<b>SBAC MATH Participation and Proficiency Rate</b>	<b>2017-18</b>	
	SBAC MATH Participation Rate 96%	Math Participation 96%
	SBAC MATH Proficiency Rate 38%	Math Proficiency 28%

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Common Assessments: Provide interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of all students, particularly the underperforming students, ensuring that they are college and career ready when they graduate from WUHSD. Utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for students' continued academic growth, with change driven through the use of common assessments as a tool: a tool to define content covered in certain period; a tool to dive deep into student performance and guide dialogue directed to overcoming barriers to student learning; and, a tool for the sharing of best instructional and curricular practices. Note: Production of District Common Assessments occurs a minimum of 4-9 times per year for all core courses.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>One of the major benefits of Common Assessments is identifying where the gap lies with different students and being able to discuss strategies to close the gap, whether it is EL strategies or strategies for other groups. This tool drives improved performance, particularly for those groups who are underperforming</p>	<p>Services to facilitate analysis of data (e.g., EADMS, Student Tracker, &amp; CORE Data Collaborative) - 5000-5999 Services and Other Operating Expenses - LCFF: \$132,000</p> <p>Scanners, Supplies - 4000-4999 Books and Supplies - LCFF: \$125,000</p> <p>Reprographics charges - 5000-5999 Services and Other Operating Expenses - LCFF: \$64,675</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$75,313</p> <p>4000-4999 Books and Supplies - LCFF: \$18,234</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$37,893</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Intervention Specialist Release Periods: The Intervention Specialist is a teacher who has two release periods to analyze data and provide support and information to personnel on the site to ensure that students are provided with time and support to achieve academic success</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Intervention Specialist at all 5 comprehensive high schools (10 periods total) provided proactive support to primarily low income, foster, and EL students who were not achieving academic success. Some students were not in the targeted group; however, it was a small minority.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$180,354</p> <p>3000-3999 Employee Benefits - LCFF: \$52,123</p>	<p>1000-1999 Certificated Salaries - LCFF: \$183,249</p> <p>3000-3999 Employee Benefits - LCFF: \$33,985</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Facilitate collaboration and analysis of common assessment data and the development of interdependent teams to support strong student achievement for all students, particularly the under-performing students, ensuring that they are college and career ready when they graduate from WUHSD. This is done through the Coordinator of Curriculum and Assessment with seven Coaches, who are teachers with additional monthly hours, who</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>One Coach facilitates each core content Best Practice meeting, reigning in a multitude of ideas and perspectives, then posting the organized outcomes from the group so it is easier to use in the future. We lost one of our coaches mid-year to another district as an Assistant Principal, so instead of adding another at that time, which would have put the alternating terms of coaches askew, we waited 2018/19 to replace.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$323,031</p> <p>3000-3999 Employee Benefits - LCFF: \$86,672</p> <p>Supplies, lunch, and water for groups coming into district throughout the year - 4000-4999 Books and Supplies - LCFF: \$67,480</p>	<p>1000-1999 Certificated Salaries - LCFF: \$94,506</p> <p>3000-3999 Employee Benefits - LCFF: \$17,955</p> <p>4000-4999 Books and Supplies - LCFF: \$66,514</p>

<p>facilitate course-alike teams throughout the year. One additional coach is being added this year to limit the number of days the other coaches are subbed out of their classes and to expand organizational capacity (subs in Goal 1)</p>			
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Course Leads: 115 Course Leads, who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that all students groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for all students, working with teachers and staff to identify students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time. (\$2,102 per Course Lead Stipend in 217/18)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>There is one Course Lead in each core content Best Practice meeting, forming a strong lateral network that analyzes data and shares instructional practices to support student achievement across the district. (\$2,144 per Course Lead in 2017/18 after 2% raise)</p>	<p>1000-1999 Certificated Salaries - College Readiness Block Grant: \$241,730</p> <p>3000-3999 Employee Benefits - College Readiness Block Grant: \$62,850</p>	<p>1000-1999 Certificated Salaries - LCFF: \$246,560</p> <p>3000-3999 Employee Benefits - LCFF: \$59,174</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Advanced Placement Testing: Support low-income students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Support these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams. Note: Given 2017/18 is the transition year with federal and state programs, the \$5 fee waiver program is not yet in place for students taking the AP test in 2017; therefore, WUHSD is supporting low-income students by covering what state and federal programs would typically cover for these students and only charging them the \$5.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Every student in an AP course is strongly encouraged to take the test. The district removes any barriers from taking the test, such as cost, by promoting the \$5 test fee, with the district covering the balance.</p>	<p>College Board AP Test Fees (Gap Year: No State Program in Place) - 5000-5999 Services and Other Operating Expenses - College Readiness Block Grant: \$138,000</p> <p>Support Materials - 4000-4999 Books and Supplies - LCFF: \$8,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$128,349</p> <p>4000-4999 Books and Supplies - LCFF: \$7,834</p>
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>College Readiness: Prepare all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth, and eleventh grade, particularly those students who had not</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2,583 ninth graders, 2,425 tenth graders, and 2,519 eleventh graders, for a total of 7,527 students, took the PSAT last fall. This is the third year in a row WUHSD students have taken the</p>	<p>College Board: PSAT - 5000-5999 Services and Other Operating Expenses - College Readiness Block Grant: \$89,000</p> <p>Subs - 1000-1999 Certificated Salaries - College Readiness Block Grant: \$12,000</p> <p>4000-4999 Books and Supplies - College Readiness Block Grant: \$12,000</p>	<p>5000-5999 Services and Other Operating Expenses - College Readiness Block Grant: \$89,788</p> <p>1000-1999 Certificated Salaries - College Readiness Block Grant: \$0</p> <p>4000-4999 Books and Supplies - College Readiness Block Grant: \$1,213</p>

considered college as an option in the past. In order to prepare all students to consider college as an option, we will begin the conversations with students focused on college early, making it more likely that student may actually attend college. By taking the PSAT multiple times, the student's SAT score is shown to be higher, offering the student more options in colleges.

test, with data that students are performing better and college conversations, as well as Naviance features, are benefiting from the testing.

## 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.

These actions and services smoothly support the articulated goal. The teams collaborate in the development and analysis of their common assessments, discovering students' gaps in understanding and sharing strategies and ways to close the gaps. External assessments start the college conversations and calibrate internal assessments.

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

While SBAC ELA and Math are stagnant, teams continue to work hard to discover why they are not moving up. With only the 11th grade testing, we are now going to try using the results of three years of PSAT to inform ninth and tenth grade, along with eleventh grade instruction. The collaborative work of the teams with these results and the feedback we get from SBAC will help shape future work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was less time spent on the coaches (#3), as one of the coaches got a job as an Assistant Principal in a neighboring district early in the year. Replacing him at that time would have left the alternating year interviewing schedule for coaches skewed, so the decision was made to go without the coach for the remainder of the year.

College Readiness funding was spent out this year, so LCFF will be used instead in Year 2 of the Plan were previously College Readiness may have been originally allocated

There was less spent on the reproduction of assessments (#1) as many courses have opted to use online assessments for some of their Common Assessments

We did not use any subs for the administration of the PSAT (#6)

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.

Continued collaboration, as stated throughout this goal, focused on the results of student learning and shared with one another will guide is to improving student learning for all students. That is nothing new -- it is what this goal is all about.

**SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

Provide a comprehensive system of support services to facilitate student success, both academically and personally.

In order for students to achieve at high levels, we believe the following must be in place:

**Goal 4**

- The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.
- The school is a safe, clean, and orderly place that nurtures learning and maintains a culture characterized by trust, professionalism, and high expectations for all students.
- All students have access to a system of personal and equitable support and intervention services, activities and opportunities at the school and within the community to help ensure school, college, and career success.
- The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes  
Local Priorities:

**Annual Measurable Outcomes**

Expected		Actual			
<b>Priority 2: Implementation of State Standards</b>	<b>2017-18</b> Reflection Survey Completed and Report of Progress to the Board	Combined with the <a href="#">Dashboard</a> Presentation, the results of the Reflection Survey were presented to the Board in November, 2017			
	Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)	Teacher Professional Learning: 8.47 days in past year			
	Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)	Professional Learning: 80% of teachers participated in WUHSD Best Practices			
		2013-14	2014-15	2015-16	2016-17
	CHS	74%	54%	80%	84%
	LS	75%	52%	86%	87%
	PHS	81%	51%	76%	79%
	SF	62%	48%	81%	78%
	WHS	77%	51%	76%	77%
	FHS	56%	27%	20%	65%
	SV	53%	38%	69%	75%
	Trans	78%	61%	70%	75%
	WUHSD	<b>75%</b>	<b>51%</b>	<b>78%</b>	<b>80%</b>

**Priority 4: Academic Achievement 2017-18**  
**- Academic Indicator Grade 11 SBAC (DF3)**  
 ELA: 35 points above level 3  
 Math: 40 points below level 3

ELA: 27 points above level 3  
 Math: 63 points below level 3

**Priority 4: Academic Achievement: 2017-18**  
**English Learner Progress**

Name	RFEF + EL Changes
WUHSD	77.5%
California HS	74.5%
La Serna HS	68.0%
Pioneer HS	86.5%
Santa Fe HS	75.5%
Whittier HS	78.5%

ELPI % (RFEF +EL)	Previous	STATUS	Change %
	ELPI % 15/16	Current ELPI % 16/17	
Cal	76.7%	100%	+ 23.3 %
La Serna	56.4%	81.3%	+ 24.9 %
Pioneer	76.7%	86.3%	+ 9.6 %
Santa Fe	100%	95.4%	- 4.6 %
Whittier	100%	96.4%	- 3.6 %
Sierra Vista	63.6%	81.8%	+ 18.2 %
WUHSD	80.8%	94.2%	+ 13.4 %

**Priority 3: Parent Engagement: 2017-18**  
**Survey of Parents Attending Events**  
**Target: 175%**  
 of WUHSD students' parents attending an activity at school

1.52 visits per student (equivalent in measure to 152%) up from baseline year of 1.3 (130%)  
*Note: Converted to visits/student (CBED count) instead of percentage for clarity in communication*

**Priority 5: Student Engagement: 2017-18**  
**Graduation Rate**  
 Maintain 95.5% or higher  
*Source: California Dashboard*

On the [Dashboard](#), WUHSD Grad Rate has gone from 95.7% in 2015, to 95.5 in 2016 up to 97% in 2017

**Priority 5: Student Engagement: 2017-18**  
**Chronic Absenteeism**  
 9%  
*Source: California Dashboard*

2017/18 CORE Chronic Absentee Rate: 11% This is an increase from 10.0% in 16/17 and 7.0% in 15/16 with the same measures.

Chronic Absenteeism Rates			
CORE Data	15/16	16/17	17/18
Districtwide	7%	10%	11%
African American	4%	16%	11%
Asian	1%	4%	5%

ELs (+4 years RFEP)	7%	10%	11%
Filipino	5%	7%	2%
Foster	10%	12%	21%
Hispanic	7%	11%	11%
Homeless	10%	15%	16%
SocioEconomic Dis.	8%	13%	12%
Students w/Dis	15%	17%	16%
White	7%	12%	14%

We have been monitoring Chronic Absenteeism for the past three years through the CORE Data Collaborative. With the calculation differing solely in the number of requisite days of enrollment (State calculation has no minimum, while CORE has a minimum student enrollment of 45 days, removing some of the errors that can come from a student who is enrolled 10 days, then dropped after a 1 day absence being considered as a chronic absentee).

13.1% is the District Chronic Absenteeism Rate for 2016/17 according to CDE DataQuest, which only has one year of data,, with subgroups making up more than 1% of the district listed below

Ethnicity	Enrollment	Chronic Abs Rate
African American	120	15.80%
Asian	133	5.30%
Filipino	127	2.40%
Hispanic or Latino	11,156	13.00%
White	1,018	16.10%
<b>All</b>	<b>12,685</b>	<b>13.10%</b>

<b>Priority 6: School Climate: Suspension</b>	<b>2017-18</b> 4.2%
Source: California Dashboard	

3.4%
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<b>Cohort Dropout Rate</b>	<b>2017-18</b> 5.8%
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5.0%
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		<a href="#">Longitudinal data</a>
<b>Student Attendance Rates (Comp HS)</b>	<b>2017-18</b> 96.5%	96.4%
<b>Habitual Truancy Rates</b>	<b>2017-18</b> 10.7%	11.0%
<b>Expulsion Rates</b>	<b>2017-18</b> .2%	.2%
<b>On-Target for Graduation Rate Sem 1</b>	<b>2017-18</b> 94%	93% <a href="#">Longitudinal data</a>
<b>On-Target for Graduation Rate Sem 2</b>	<b>2017-18</b> 94%	94% <a href="#">Longitudinal data</a> <a href="#">Disaggregated Longitudinal data</a>
<b>Staff Morale/Student Opinion Survey</b>	<b>2017-18</b> 80% Student Participation	100% Staff  Staff Morale and Student Opinion Surveys are alternately administered every other year. Through analysis of the last administration of the Districts Student Opinion Survey, the following findings were uncovered. In terms of safety, most students felt their school was a safe place to be always or mostly (84% of students, up from 77% two years ago). Most students (81%) thought that students were treated with respect by staff at the school; whereas 74% of the students felt they were treated with respect by other students at the school. Despite the positive climate, It is of concern that 40% of the students stated that all or many of the students they knew used illegal drugs; additionally, 40% of students stated that all or many of the students they knew were involved in abusing alcohol on a regular basis. On a positive note, there has been a dramatic increase in students knowing and understanding the discipline rules, increasing 10% from 79% of students two years ago up to 89% of students this past year. In terms of connectedness, the majority of students (75%) can usually meet with a counselor within one to two days and 79% of students check assignments and grades on Aeries Student Portal at least once a week, while only 31% of parents are checking the portal

of their child. Students also stated that 51% of parents have not made any visits for parent conferences or school-related activities.

Complementing the results from the local Student Opinion Survey, which is given every other year, are the results of the Parent Survey, which is given each year. Results on these surveys are tabulated and compared longitudinally to further extend the analysis and to uncover trends that may occur. From this years Parent Survey, 95% of the parents stated they felt welcome when they came to the school; 91% of parents stated there was good communication between the school and parents; 95% felt comfortable communicating with teachers regarding questions or concerns; 91% felt comfortable communicating with administration/principal regarding questions or concerns; and, 88% felt school promoted understanding and acceptance among racially, ethnically, and culturally diverse student body.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>District Categorical Office assists all of the sites in providing services to English Learner students and their families and providing professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English. DELAC Meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the district.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Staff and services funded out of District Horizons office support language acquisition for English Learner students and provide parent education for their parents. They also ensure all of the sites have the resources they need to support their English Learners, while meeting requisite timelines.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$152,120                  2000-2999 Classified Salaries - LCFF: \$121,200                  3000-3999 Employee Benefits - LCFF: \$87,462                  4000-4999 Books and Supplies - LCFF: \$41,200                  5000-5999 Services and Other Operating Expenses - LCFF: \$117,100</p>	<p>1000-1999 Certificated Salaries - LCFF: \$153,347                  2000-2999 Classified Salaries - LCFF: \$162,773                  3000-3999 Employee Benefits - LCFF: \$98,280                  4000-4999 Books and Supplies - LCFF: \$10,815                  5000-5999 Services and Other Operating Expenses - LCFF: \$77,504</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>District English Learner Counselor: .5 Counselor Districtwide for EL</p>	<p>The District EL Counselor works with the 9th and 10th grade students, providing them enrichment in the area of literacy and academic language that assists them in redesignation.</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$55,117                  3000-3999 Employee Benefits - Federal Revenues - Title III: \$17,637</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$77,937                  3000-3999 Employee Benefits - Federal Revenues - Title III: \$26,499</p>

Students to promote Redesignation and reach out to both student and family. Counselor works with 9th and 10th grade EL students at all of the schools throughout the district.			
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Fund Horizon's Office at each comprehensive high school site with Categorical Director, Assistant, and Specialist to provide services to English Learners and to facilitate their progress. Services provided out of this office for students and families include college field trips and parent workshops. Services provided out of this office for staff include professional development and conferences to include their proficiency in working with English Learners. ELAC Meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the school.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: All comprehensive high school</p> <p>Site Horizons Offices provide services to EL students and their families, including college trips and parent workshops on preparing for college. Professional development is provided to staff on strategies for best support EL students and other targeted students.</p>	<p>subs - 1000-1999  Certificated Salaries - LCFF: \$61,742  1000-1999 Certificated Salaries - LCFF: \$522,762  2000-2999 Classified Salaries - LCFF: \$1,207,664  3000-3999 Employee Benefits - LCFF: \$643,133  4000-4999 Books and Supplies - LCFF: \$27,155  5000-5999 Services and Other Operating Expenses - LCFF: \$36,921</p>	<p>1000-1999 Certificated Salaries - LCFF  1000-1999 Certificated Salaries - LCFF: \$644,521  2000-2999 Classified Salaries - LCFF: \$654,502  3000-3999 Employee Benefits - LCFF: \$453,421  4000-4999 Books and Supplies - LCFF: \$16,529  5000-5999 Services and Other Operating Expenses - LCFF: \$24,964</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>4000-4999 Books and Supplies - LCFF: \$5,618</p>	<p>4000-4999 Books and Supplies - LCFF: \$3,239</p>

<p>Students to be Served: Specific Student Group(s): REFPs</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Monitoring of RFEP students by Horizons' Directors through the use of targeted grade checks every five weeks</p>	<p>Students to be Served: Specific Student Group(s): RFEPs</p> <p>Location: All Schools</p> <p>Monitoring of RFEP students by Horizons Director at comprehensive high schools (by counselors in alternative education). This is done through the use of targeted grade checks every five weeks, Goal Sheets, and close relationships with students.</p>		
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**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Foster Youth Counselor: .25 Targeted Counselor per site addresses needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Kept caseload of foster youth, meeting with them frequently to make sure that things were stable in their home, to see if they needed anything, and to make sure they were on track for graduation and A-G completion</p>	<p>1000-1999 Certificated Salaries - LCFF: \$240,585 3000-3999 Employee Benefits - LCFF: \$67,364</p>	<p>1000-1999 Certificated Salaries - LCFF: \$166,068 3000-3999 Employee Benefits - LCFF: \$56,453</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Comprehensive High Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Comprehensive High Schools</p>	<p>1000-1999 Certificated Salaries - LCFF: \$255,585 3000-3999 Employee Benefits - LCFF: \$71,564</p>	<p>1000-1999 Certificated Salaries - LCFF: \$166,068 3000-3999 Employee Benefits - LCFF: \$56,453</p>

<p>Intervention Counselor: .25 Targeted Counselor per site addresses needs of Low Income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. Additional hours provided at WHS (out of site allocation) to provide additional services to Guided Study Classes in the afternoon.</p>	<p>Met with SED students and made sure that there were not any barriers keeping them from staying on track from graduating A-G eligible</p>		
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**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Comp HS</p> <p>Transportation: Provide a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district, along with after-school buses for students to attend tutoring programs at each high school</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Comp High Schools</p> <p>By providing a late bus, students were able to stay after school for tutoring if they needed to do so</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$42,231</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$118,422</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: CHS, PHS,</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p>	<p>2000-2999 Classified Salaries - LCFF: \$20,140 3000-3999 Employee Benefits - LCFF: \$5,035</p>	<p>2000-2999 Classified Salaries - LCFF: \$42,483 3000-3999 Employee Benefits - LCFF: \$8,071</p>

<p>WHS</p> <p>Paid Student Mentors: Student workers serve as Academic Mentors in the classroom outside of their school day or at Saturday School to support academic success of targeted students. While normally students receive credits on their transcript when they serve as Academic Mentors, a few serve as paid Academic Mentors if they are able to work select schedules.</p>	<p>Location: Specific Schools: CHS, PHS, WHS</p> <p>While most Academic Mentors work during the school day for credits on their transcript, a few work on Saturday to earn money for college.</p>		
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**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide books &amp; supplies to students in need to support engagement in coursework and academic success. Support is available in different locations on the different comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their HS site. Rio Hondo offers two courses each term on all school sites at no cost, but does not pay for books. This pays for the book so students exit high school with college credits.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Books and supplies available to students on site so they can be academically competitive in courses. Rio Hondo books are available to students at no cost so they exit high school with college credit that did not cost them anything to get.</p>	<p>4000-4999 Books and Supplies - LCFF: \$164,300</p>	<p>4000-4999 Books and Supplies - LCFF: \$192,059</p>

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Field Experiences for EL, foster, and SED students and their parents (e.g., college trips, cultural events)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Students visited colleges throughout the state and nation, without cost, along with a few enrichment trips throughout the year (primarily college trips this year)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$21,836</p> <p>3000-3999 Employee Benefits - LCFF: \$4,990</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$101,124</p>	<p>1000-1999 Certificated Salaries - LCFF: \$28,321</p> <p>3000-3999 Employee Benefits - LCFF: \$6,121</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$59,241</p>

### Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent and Community Engagement: Keep parents and community informed of students and schools progress and engaged in the improvement process through media releases and emails, survey, and other forms of media communications. Consultant ensures regular and clear communication with the community regarding LCFF and LCAP, eliciting community engagement with the educational program and processes.</p> <p>Engage parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continuing to keep parents and community informed through email, text, and web-based communication tools is a priority within the district. The messaging tool, LOOP, compliments the Aeries Parent Portal. Additionally, attendance callers ensure that parents know when their child is not in school. Our consultant, VMA, shoots out regular communication with the broader community to elicit engagement with the educational process at the schools and the district, informing them not only about the programs and activities, but also about LCFF and LCAP.</p>	<p>Report Cards, SARC, SIS - 4000-4999 Books and Supplies - LCFF: \$130,350</p> <p>Consultant to provide media releases to community regarding LCFF, LCAP, and elicit community engagement with educational program and processes - 5000-5999 Services and Other Operating Expenses - LCFF: \$60,000</p>	<p>Engagement Supplies for Meetings, Reporting Methods - 4000-4999 Books and Supplies - LCFF: \$62,614</p> <p>Parent Communication Tools (SARC, Loop, Portal, etc) and Media Consultant - 5000-5999 Services and Other Operating Expenses - LCFF: \$127,331</p>

<p>communication from teaching staff (LOOP, a web-based tool). The Parent Portal into the Aeries, the student information system, allows parents to check child's grades, attendance, and other relevant information on a daily basis. Report Cards go home every five weeks in the mail and the School Accountability Report Card will be produced once each year (both of which will be in English and Spanish).</p>			
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**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: FHS (District Program)</p> <p>District Childcare Center: Provide childcare services and parenting support for teen parents to ensure they not only graduate with a high school diploma, but that they are college and career ready. Located in a central location, all students are able to use the services provided by the Center, then attend any of the schools within the district. Transportation is provided from the student's home to the Center, then from the Center to their school, to ensure that the student remains in the most rigorous course of study while remaining A-G eligible and continuing to take AP courses, or staying enrolled in other special programs that are found on their comprehensive high school site. The goals of the center are (1) to ensure that students graduate</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: FHS (District Program)</p> <p>12 students graduated from high school with childcare available. Served 49 teen moms/dads in 2017/18</p>	<p>2000-2999 Classified Salaries - LCFF: \$150,725</p> <p>3000-3999 Employee Benefits - LCFF: \$52,754</p> <p>4000-4999 Books and Supplies - LCFF: \$23,596</p> <p>Transportation for student and their child to school and daycare as they are not allowed to ride traditional school bus - 5000-5999 Services and Other Operating Expenses - LCFF: \$17,911</p>	<p>2000-2999 Classified Salaries - LCFF: \$148,552</p> <p>3000-3999 Employee Benefits - LCFF: \$53,479</p> <p>4000-4999 Books and Supplies - LCFF: \$27,583</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$33,684</p>

<p>from high school; (2) that they do not have another child while in high school; and, (3) that they go on to college or a career so they can support their child. One hundred percent of the participants of the Center are included in the Unduplicated Targeted Student count. Community involvement at holidays and throughout the year cements relationships between the teen parents and supportive adults, proving that it takes a village to raise a child.</p>			
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**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Proactive Student Identification: Cumulative Records Review of At-Risk Students when entering district for 9th grade in order to provide targeted support in a timely and proactive manner</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Review of cumulative records allows for proactive actions when students enter the school (and district)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$32,066</p> <p>3000-3999 Employee Benefits - LCFF: \$7,966</p>	<p>1000-1999 Certificated Salaries - LCFF: \$18,059</p> <p>3000-3999 Employee Benefits - LCFF: \$3,249</p>

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>1000-1999 Certificated Salaries - LCFF: \$300,590</p> <p>3000-3999 Employee Benefits - LCFF: \$78,153</p> <p>4000-4999 Books and Supplies - LCFF: \$15,000</p> <p>Software (Confidential Social Worker Recording Software) - 5000-5999 Services and Other</p>	<p>1000-1999 Certificated Salaries - LCFF: \$244,871</p> <p>3000-3999 Employee Benefits - LCFF: \$78,780</p> <p>4000-4999 Books and Supplies - LCFF: \$1,775</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p> <p>Conf &amp; Threat</p>

<p>Student Well-Being Counselor: 2 FTE in district to support students' socio-emotional growth and supervise school social work interns serving the mental health needs of students throughout the district. Additionally, professional development will be continually provided for the crisis team and other personnel throughout the district to ensure that all students are provided with a strong safety net, regardless of the issues or situations they may be facing.</p>	<p>Student Well-Being has grown to more than simply two counselors than manage interns -- it is an entire program. It involves threat assessment, both training counselors to do preliminary assessments, and then, if needed, bringing in a professional forensic psychologist who specializes in threat assessments and active threat management. This program has been invaluable to keeping students calm and focused on academics despite the turbulent socio-emotional situations that have arisen on campus or in their neighborhoods, expanding to an acute focus on homeless and foster students in dire needs with amazing results on not only keeping them in high school but focusing them on options following graduation.</p>	<p>Operating Expenses - LCFF: \$10,000 Conferences and Professional Learning Experiences - 5000-5999 Services and Other Operating Expenses - LCFF: \$25,000</p>	<p>Assessments - 5000-5999 Services and Other Operating Expenses - LCFF: \$24,775</p>
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**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools</p> <p>Maintain three school nurses to better serve our students' health needs</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Three nurses attended to health needs of students, particularly SED, foster, and EL students</p>	<p>1000-1999 Certificated Salaries - LCFF: \$185,500 3000-3999 Employee Benefits - LCFF: \$51,940 4000-4999 Books and Supplies - LCFF: \$1,500</p>	<p>3 Nurses - 1000-1999 Certificated Salaries - LCFF: \$225,116 3000-3999 Employee Benefits - LCFF: \$68,796 4000-4999 Books and Supplies - LCFF: \$0</p>

**Action 16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>Training - 5000-5999 Services and Other Operating Expenses - LCFF: \$12,000 4000-4999 Books and Supplies - LCFF: \$8,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$4,241 4000-4999 Books and Supplies - LCFF: \$1,216</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>504 Student Support: Ensure all students receive all the support required to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socioeconomic parents were aware of the options to support their students that were available through 504 plans. A comprehensive needs assessment, followed by training and implementation of recommendations.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Rolling out and institutionalizing 504 supports throughout the district is a continuous process. The indicators in the SIS have been put in place and counselors are following up with students, with teachers inquiring of the different supports available; however, there is still more work needed to make the efforts put into place smoothly within every class. Work will continue next year.</p>		
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**Action 17**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement research based school-wide positive behavioral support systems and restorative justice programs aimed at decreasing non-mandatory suspension rates for identified groups of students, lowering the non-mandatory expulsion rate, and increasing the percentage of students indicating that they feel safe and connected with their school. Utilizing dogs to ensure that sites remain drug free, while providing a multitude of services and surveys to ensure that WUSHD meets students' needs and provides positive support for healthy choices in their future.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>While schools are working on this action, there were not any expenditures this past year. Meetings were held on late start days or after school.</p>	<p>subs - 1000-1999 Certificated Salaries - LCFF: \$12,000 4000-4999 Books and Supplies - LCFF: \$15,000 5000-5999 Services and Other Operating Expenses - LCFF: \$22,000</p>	<p>subs - 1000-1999 Certificated Salaries - LCFF: \$2,640 4000-4999 Books and Supplies - LCFF: \$2,164 5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>

**Action 18**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>Freshman Support: (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade students. This mentor program develops strong relationships between incoming students and a supportive student leader who guides and supports the freshman, ensuring a successful transition to high school. (2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade students to attend school and meet their teachers. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school. Each 9th grade student is encouraged to sign up for at least two co-curricular programs that will connect them to the school beyond the required academics (3) Academic Mentors, or upper classmen who have demonstrated strong academic and personal connections to students in need of support, assist these students throughout the year in their classes.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Comprehensive High Schools</p> <p>These three means for assisting students to transition to high school are used throughout the district and are fairly inexpensive, given that Freshman 1st day is already a paid day of the school year; Link Crew has one Advisor who manages the students; as does Academic Mentors. The power of using students to guide other students has been overwhelming in improving academics and behavior.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$15,000            2000-2999 Classified Salaries - LCFF: \$15,000            3000-3999 Employee Benefits - LCFF: \$9,084            4000-4999 Books and Supplies - LCFF: \$10,000            5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$41,988            2000-2999 Classified Salaries - LCFF: \$0            3000-3999 Employee Benefits - LCFF: \$7,588            4000-4999 Books and Supplies - LCFF: \$14,831            5000-5999 Services and Other Operating Expenses - LCFF: \$4,856</p>

**Action 19**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: SF</p> <p>Attendance Caller to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education to a live person</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: Santa Fe HS</p> <p>Knowing that kids can't learn if they aren't here, a bilingual Attendance Caller made sure that Santa Fe's attendance percentage remained the highest in the district at 97%</p>	<p>2000-2999 Classified Salaries - LCFF: \$9,703</p> <p>3000-3999 Employee Benefits - LCFF: \$3,077</p>	<p>2000-2999 Classified Salaries - LCFF: \$20,742</p> <p>3000-3999 Employee Benefits - LCFF: \$7,052</p>
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## Analysis

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

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

WUHSD did not meet annual measurable outcomes in the area of Chronic Absenteeism for the second year in a row. Additionally, the district average even went up to 13.1%. Analysis of the students this past year who were chronically absent was enlightening. WUHSD has always had exceptional attendance, with all comprehensive high schools ranging from 95% to 97% positive attendance rates; therefore, when the Chronic Absenteeism Rate was looked at closely it was found that while there were 13.1% of the cumulative enrollment who were absent 10% of the time, they were absent just at or over that 10% or they were not enrolled the entire year, making just a couple days absent enough to make them eligible to be a chronic truant. This was still not acceptable, but it did require a different set of strategies from the schools. Attendance callers were going to start calling earlier -- both the real and mechanical types. More emphasis was placed on not missing school at all, and if it was missed, then students needed to make up those days at Saturday School. Also, the schools planning on implementing PBIS and/or Restorative Justice plans are still in the talking phase and did not move into action last year.

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

Despite these two areas of missed opportunities described in the earlier prompt, there was a strong support net for students in WUHSD. Graduation Rate went up 1.5% last year, with teachers engaging in more collaborative learning. The result of the collaborative learning of the teachers can also be seen above in the English Learner Progress Indicator: Five Blues and Two Greens (and please note that the greens were only green because they came down -4% from 100% the prior year). The cohort dropout rate decreased from 5.8% to 5.0% and suspension rate also decreased from 4.2% to 3.5%. Even though these are schoolwide percentages, the subgroups also increased as noted in the first section of Performance Gaps in this LCAP, where there are not as many groups two levels lower than the schoolwide performance level. These actions combined to form the culture where a child could relax, feel safe, and tend to his/her academics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District EL Counselor, normally 87% FTE, worked full-time part of the year to cover for another counselor who was out on maternity, increasing the certificated and benefits costs (#2); whereas, the funds budgeted for PBIS and Restorative Justice were not used at all this year (#14).

Many of the certificated, classified, and benefits were under-budgeted due to a 2% raise.

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.

Two schools (CHS & WHS) each decided to pay for an extra period of release for an Intervention Specialist to further develop their Academic Mentor program (#18)

Additional threat assessment services were added from Dr. Manny Tau. Typically, when a student, or staff member, poses a potential threat, we use our threat assessment protocol created by the Student Well-being team. If the threat is high, then we contact the Los Angeles County School Threat Assessment Response Team (START) to further assess, monitor and determine what interventions are needed. Since this is a county funded team, there is no charge to the District. There are times when the START team, for a variety of reasons, states that they believe that they can not appropriately manage a case and the district must get additional support to determine the risk level and manage the risk. This is when the district must use Dr. Tau's professional help. Unfortunately, last year there were three incidents where this was required. This was added into the Student Well-Being Program (#14).

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

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

Consultation and engagement was elicited for the development and refinement of the LCAP Plan through the parent network at monthly parent organization meetings, at faculty and staff meetings, with the District Student Advisory Committee, with bargaining team association members and WSEA and CSEA leadership. A sampling of these meetings are described in more detail below to demonstrate how teachers, counselors, principals, administrators, classified support staff, representatives of the certificated and classified bargaining organizations, students, parents, and community members are all engaged in the LCAP development and adoption process.

**Consultation at the Site:** Site LCAP meetings, English Learner Advisory Council (ELAC), School Site Council (SSC), Parent Teacher Student Association (PTSA), Student Congress, Staff Meetings, Teachers' Team Meetings, and Leadership Meetings

**Consultation at the District:** LCAP Taskforce, LCAP Advisory Committee, District English Learner Advisory Council (DELAC), Superintendent's Council, Parent Teacher Association (PTA) Presidents Meeting, Superintendent's Student Advisory Committee. [All in blue in chart below]

The chart below shows the involvement of the different stakeholder groups at a variety of meetings where consultation on the LCAP was sought:

	Teachers	Counselors	Principals Admin	Classified	Bargaining Team Reps	Students	Parents	Community
Site LCAP Meetings	X	X	X	X	X	X	X	X
E L A C			X				X	
School Site Council	X	X	X	X	X	X	X	
P T S A	X		X		X	X	X	X
Student Congress			X			X		
Staff Meetings	X	X	X	X	X			
Site Teachers' Team Meeting	X				X			
Site Leadership Meetings	X	X	X	X	X			
<b>LCAP Taskforce</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>LCAP Advisory Committee</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>D E L A C</b>			<b>X</b>				<b>X</b>	
<b>Superintendent's Council</b>			<b>X</b>				<b>X</b>	
<b>PTA Presidents Meeting</b>			<b>X</b>				<b>X</b>	
<b>Superintendent's Student Advisory</b>			<b>X</b>			<b>X</b>		

Meetings made use of:

- PowerPoint Presentations and handouts of priorities and longitudinal WUHSD data on metrics that comprise state and local priorities
- Data handouts on the change in student performance on the metrics, including graduation rates, on-target rates, D/F rates, attendance rates, suspension and expulsion rates, AP participation and pass rates, and SBAC scores [all data disaggregated -- samples of data included at the start of each goal]
- Information and district data on the state priorities and the alignment to District Measurable Targets
- Talking points distributed to district personnel to ensure a consistent message to all stakeholders
- Website to promote stakeholder engagement and to provide more information, including links to videos on LCFF and LCAP

**Consultation at the District: LCAP Taskforce:** Wide representation of Teachers, Counselors, Classified Support, WSEA, CSEA, and Administrators from every school comprise the team from each site that attended each of the three annual Taskforces. The teams met to review concepts of LCFF and LCAP; review history, data and success rates of their instructional programs and interventions; prepare and refine draft plans that are principally directed towards serving their “targeted students” and review the success of these plans once implemented. At the final Taskforce of the year, plans were made for the following year regarding any additions, deletions, or modifications of services for their targeted students in the upcoming year. Full-day meetings were held in October, January, and March.

**Consultation at the District: LCAP Parent/Community Advisory:** Through evening meetings, the parents, staff, students, and community members were informed about LCFF and LCAP, along with the implementation process of LCAP interventions and their impact on student success at their respective high school and on district students. The purpose was to clarify, address questions, and seek input in order to better address student needs in the future. Tables were set up by school and conducted in both English, with Spanish translators. Meetings were held in October, January, and March, following the work of the Taskforce, which was shared with the stakeholders at the Advisory meeting. An extremely high number of EL Parents attended the meetings (Average of 53% of participants at three Advisory meetings were parents of EL students). Deeper analysis of the sign-in sheets demonstrated that the average Advisory was comprised of a majority (76%) of parents whose students were in the targeted group (EL, foster, SED)

**1st June Board Meeting:** LCAP presented to the Board of Trustees for review (LCAP Hearing) **June 12, 2018**

**2nd June Board Meeting:** LCAP approved by the Board of Trustees (LCAP Approval) **June 26, 2018**

Strong support was voiced from all stakeholder groups, with DELAC discussing tutoring (as offered in Goals 2.8 and 4.3) and continued parent education (Goals 1.10 and 4.3). As these already existed, we realized our communication needed to be stronger and repeated more frequently to convey our services to EL parents. There were not any comments or questions submitted from ELACs, LCAP Taskforce, LCAP Advisory Council, or any other stakeholder group presented to the Superintendent; therefore, there was not a requirement for the Superintendent's written reply.

## **Impact on LCAP and Annual Update**

We have struggled over the past two years to get a substantive measure of parent involvement and engagement. While still not feeling as if we have a strong measure of engagement, discussions at the meetings, particularly those meetings with parents in attendance, have led to the decision to at least begin collecting baseline data in 2016/17 for parent participation at each site and the district through the use of a basic Google Form that counts the number of parents and community members at an event, the type of event, and whether the event was in English or Spanish. Having that baseline data from 2016/17, we now can tell if there was growth in the number of parents who are at least participating, if not actively involved with our schools. We are pleased to state that parent participation hours have gone up from 15,788 to 18,128, with equal Spanish and English participation. In order to make this number tangible, within the context of declining enrollment, this means we have gone from an average of 1.30 parental visits per student in 2016/17 up to 1.52 parental visits per student in 2017/18 (using CBED counts for students). While we still search for the ever elusive measure of true engagement, we are pleased that parents are visiting our campus more often and, at LCAP Advisory, this is one of the requests we often hear. The need for increased parent education, open houses, and parent involvement opportunities for all parents was heard from parents at the LCAP Advisory and DELAC, and also suggested from staff at the LCAP Taskforce. The results of this input is reflected in additional funding allocated at the sites towards this in the new Plan (pg. 182).

While active and involved parents and community members are aware of LCFF and LCAP, recent surveys across the State indicate that other community members are not necessarily aware of local control. Continued education of the broader community continued throughout the past year and needs to continue in the upcoming years. The effective use of public relations personnel to send out email blasts and other informative media on the basics of the funding, in general, and the WUHSD LCAP, in particular, improved the knowledge base in the community and elicited new and stronger bonds from parents and other community partners (pg. 182).

Parallel Math classes and after-school (7th period) English and Social Science classes prevented students from getting off-target from graduating and ensured they stayed on-track for A-G. These in-the-moment interventions were principally directed towards the low SED students who had gaps in their background learning and often competing demands on their time. Pilots at two schools this past year proved these to be effective for students who slipped in one class first semester and had this wake-up call to complete this course before the end of the school year so they did not fall behind. Parents inquired about expanding beyond the single sections now offered. Funds were set aside should first semester data indicate the need (pg. 115). This conversation expanded to other off-target students at some tables with questions about online credit recovery for students. The pilot in alternative education was completed in 2017/18, with the MOU written with the bargaining unit to ensure that online credit recovery does not become a credit mill; therefore, funds have been allocated towards the program for students to be able recover credits and A-G status (pg. 125). Additionally, DELAC wanted to ensure that English Learners are included in the tutoring offered after school at sites so that this additional class or other credit recovery was not even necessary (pg. 123).

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
 Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

## ORGANIZATION Vision, Resources, Leadership and Staff

Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support and assess activities that focus on all students achieving high standards, ensuring that the Districts mission, vision, beliefs, goals & objectives and measurable targets are reviewed annually and serve to guide the operation of the District to meet the needs of students.

In order for students to achieve at high levels, we believe the following must be in place:

- A highly-qualified staff facilitates achievement of the academic standards and the schoolwide learning outcomes through a system of preparation, induction, and ongoing professional development.
- Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.
- All students have equal access to the schools entire program
- The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and the schoolwide learning outcomes.
- The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement.
- Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP

### Goal 1

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes  
 Local Priorities:

#### Identified Need:

Organization of district and schools is a priority, with vision, resources, leadership, and staffing key to ensuring that students learn. Throughout the continual improvement process and review of data, stakeholders found that this goal was important to the conditions of learning, pupil outcomes, and student engagement. The use of local quantitative and qualitative data, the LCFF rubrics and the California Dashboard, as well as input from stakeholders at Taskforce Meetings and Community Advisories, meetings found the following strengths and areas of need that confirmed the decision to continue this goal. All of the annual measurable outcomes were met for the first goal in the past year; however, in evaluating data on the LCFF rubric and Dashboard, Chronic Absenteeism and continued growth on the Grade 11 SBAC exam appear to be the areas of greatest need. Maintenance or continued growth is desired on the other measurable outcomes.

Areas of Strength	
Basic Conditions at Schools:	In regards to the School Accountability Report Card, school facilities averaged 99.81% on all indicators on the Facility Inspection Report; there were 0% of teachers who were

	missassigned; and, students had access to textbooks in all core courses
Implementation of State Standards	Teacher professional learning, both in the summer and throughout the school year, continues to be a strength of the district, with collaborative teams accepting collective responsibility for student learning and sharing their best instructional practices with one another in order to increase both individual and organizational capacity throughout the district so all students gain. District Teachers averaged 8.5 days of professional learning per year, with 80% of the district teachers participating in District Best Practices some time during the year.
Course Access	Sections were relatively maintained in the Master Schedule at all sites, through both site and district use of Targeted Funds. The average sections per student raised up to nearly 6 sections per student at the comprehensive high school (increasing from 4.9 sections per student). The more sections there are per student, the more access students have to courses. With declining enrollment, this was the most judicious manner in which to measure course access.
Student Engagement: Graduation Rate	The graduation rate was discussed in more depth in the Plan Summary as an area of Greatest Progress and Greatest Strength, on the LCFF Rubric and the California Dashboard. It is blue on the Rubric and Dashboard, with 97% of students graduating within four years. Additionally, Homeless, Socioeconomically Disadvantaged, Hispanic, White, and Asian students are also in the Blue with very high graduation rates over 95%; English Learners and Filipino students are in the Green with graduation rates over 92%; and students with disabilities are in the Yellow with an increasing rate of 84%. This is of particular importance because these rates are not just from one year, but are the average of three years of graduation rates, meaning sustained change for each of these groups mentioned above.
Areas of Need	
Chronic Absenteeism	Chronic Absenteeism has increased nearly 3% in the past two years and it increased at every school across the district. While attendance is still exceptionally high across the district, this

	may potentially be masking some of the non-attenders and the reason(s) they are not at school. We will not know the color of this metric until Fall 2018; however, it is still of grave concern. Reviewing the subgroups who have higher chronic absenteeism than the district average, it was interesting to find that the white subgroup was the the one group with significant numbers in the group whose rate is 16.1% (with 164 students).
Grade 11 SBAC Exam	As a high school, we do not receive a color for the results on the Grade 11 exam, but we do always try to improve and it is included in our College/Career Indicator. Both Math and ELA stayed nearly the same as the previous year; therefore, we are diligently working hard in each area to ensure students are receiving the first best instruction. We are still attempting to calibrate other assessments in grades nine and ten so we are all are preparing appropriately for the exam.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Conditions at School: SARC Reports	99.82% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.8% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.8% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.8% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses
Priority 2: Implementation of State Standards	Reflection Survey Completed and Report of Progress to the Board: Met  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year) <b>7.66 days</b>	Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)	Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)  Professional Learning: Percentage of Teachers by	Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)

	<p><b>per year</b></p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p> <table border="1"> <tr><td>CHS</td><td>80%</td></tr> <tr><td>LS</td><td>86%</td></tr> <tr><td>PHS</td><td>76%</td></tr> <tr><td>SF</td><td>81%</td></tr> <tr><td>WHS</td><td>76%</td></tr> <tr><td>FHS</td><td>20%</td></tr> <tr><td>SV</td><td>69%</td></tr> <tr><td>Trans</td><td>70%</td></tr> <tr><td><b>WUHSD</b></td><td><b>78%</b></td></tr> </table>	CHS	80%	LS	86%	PHS	76%	SF	81%	WHS	76%	FHS	20%	SV	69%	Trans	70%	<b>WUHSD</b>	<b>78%</b>	Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)	School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)	Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)
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Priority 7: Course Access	<p>Maintain sections in Master Schedule at a <b>minimum of 4.5 sections per student</b> to ensure access to broad selection of courses</p> <p>2016/17: 5.7 sections per student</p>	Maintain sections in Master Schedule at a <b>minimum of 4.5 sections per student</b> to ensure access to broad selection of courses	Maintain sections in Master Schedule at a <b>minimum of 4.5 sections per student</b> to ensure access to broad selection of courses	Maintain sections in Master Schedule at a <b>minimum of 4.5 sections per student</b> to ensure access to broad selection of courses																		
Priority 4: Academic Achievement - Academic Indicator Grade 11 SBAC (DF3)	<p>ELA: 28 points above level 3</p> <p>Math: 50 points</p>	<p>ELA: 35 points above level 3</p> <p>Math: 40 points</p>	<p>ELA: 40 points above level 3</p> <p>Math: 30 points below level</p>	<p>ELA: 45 points above level 3</p> <p>Math: 20 points</p>																		

	below level 3	below level 3	3	below level 3																																																								
Priority 4: Academic Achievement: English Learner Progress	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>76.2%</td> </tr> <tr> <td>California HS</td> <td>74.0%</td> </tr> <tr> <td>La Serna HS</td> <td>67.5%</td> </tr> <tr> <td>Pioneer HS</td> <td>85.9%</td> </tr> <tr> <td>Santa Fe HS</td> <td>74.4%</td> </tr> <tr> <td>Whittier HS</td> <td>78.0%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	76.2%	California HS	74.0%	La Serna HS	67.5%	Pioneer HS	85.9%	Santa Fe HS	74.4%	Whittier HS	78.0%	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>77.5%</td> </tr> <tr> <td>California HS</td> <td>74.5%</td> </tr> <tr> <td>La Serna HS</td> <td>68.0%</td> </tr> <tr> <td>Pioneer HS</td> <td>86.5%</td> </tr> <tr> <td>Santa Fe HS</td> <td>75.5%</td> </tr> <tr> <td>Whittier HS</td> <td>78.5%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	77.5%	California HS	74.5%	La Serna HS	68.0%	Pioneer HS	86.5%	Santa Fe HS	75.5%	Whittier HS	78.5%	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>78.0%</td> </tr> <tr> <td>California HS</td> <td>75.0%</td> </tr> <tr> <td>La Serna HS</td> <td>68.5%</td> </tr> <tr> <td>Pioneer HS</td> <td>87.0%</td> </tr> <tr> <td>Santa Fe HS</td> <td>76.0%</td> </tr> <tr> <td>Whittier HS</td> <td>79.0%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	78.0%	California HS	75.0%	La Serna HS	68.5%	Pioneer HS	87.0%	Santa Fe HS	76.0%	Whittier HS	79.0%	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>78.5%</td> </tr> <tr> <td>California HS</td> <td>75.5%</td> </tr> <tr> <td>La Serna HS</td> <td>69.0%</td> </tr> <tr> <td>Pioneer HS</td> <td>87.5%</td> </tr> <tr> <td>Santa Fe HS</td> <td>76.5%</td> </tr> <tr> <td>Whittier HS</td> <td>79.5%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	78.5%	California HS	75.5%	La Serna HS	69.0%	Pioneer HS	87.5%	Santa Fe HS	76.5%	Whittier HS	79.5%
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Priority 5: Student Engagement: Graduation Rate	<p>Current WUHSD rate: 95.5%</p> <p>Source: California Dashboard</p>	Maintain 95.5% or higher	Maintain 95.5% or higher	Maintain 95.5% or higher																																																								
Priority 5: Student Engagement: Chronic Absenteeism	10%	9%	<p>2017/18 CORE Chronic Absentee Rate: 11% This is an increase from 10.0% in 16/17 and 7.0% in 15/16 with the same measures.</p> <p>Chronic Absenteeism Rates</p> <table border="1"> <thead> <tr> <th>CORE Data</th> <th>15/16</th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>Districtwide</td> <td>7%</td> <td>10%</td> <td>11%</td> </tr> <tr> <td>African American</td> <td>4%</td> <td>16%</td> <td>11%</td> </tr> <tr> <td>Asian</td> <td>1%</td> <td>4%</td> <td>5%</td> </tr> <tr> <td>ELs (+4 years RFEP)</td> <td>7%</td> <td>10%</td> <td>11%</td> </tr> <tr> <td>Filipino</td> <td>5%</td> <td>7%</td> <td>2%</td> </tr> <tr> <td>Foster</td> <td>10%</td> <td>12%</td> <td>21%</td> </tr> <tr> <td>Hispanic</td> <td>7%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>Homeless</td> <td>10%</td> <td>15%</td> <td>16%</td> </tr> </tbody> </table>	CORE Data	15/16	16/17	17/18	Districtwide	7%	10%	11%	African American	4%	16%	11%	Asian	1%	4%	5%	ELs (+4 years RFEP)	7%	10%	11%	Filipino	5%	7%	2%	Foster	10%	12%	21%	Hispanic	7%	11%	11%	Homeless	10%	15%	16%	Based on CORE Data Systems, 2019/20 Target Rate for Chronic Absenteeism is 10%																				
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SocioEconomic Dis.	8%	13%	12%
Students w/Dis	15%	17%	16%
White	7%	12%	14%

We have been monitoring Chronic Absenteeism for the past three years through the CORE Data Collaborative. With the calculation differing solely in the number of requisite days of enrollment (State calculation has no minimum, while CORE has a minimum student enrollment of 45 days, removing some of the errors that can come from a student who is enrolled 10 days, then dropped after a 1 day absence being considered as a chronic absentee).

13.1% is the District Chronic Absenteeism Rate for 2016/17 according to CDE DataQuest, which only has one year of data,, with subgroups making up more than 1% of the district listed below

Ethnicity	Enrollment	Chronic Abs Rate
African American	120	15.80%
Asian	133	5.30%
Filipino	127	2.40%
Hispanic or Latino	11,156	13.00%
White	1,018	16.10%
All	12,685	13.10%

## Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

**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)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Base level of Staffing

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Base level of Staffing

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Base level of Staffing

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,412,966	\$51,421,225	\$52,449,650
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Base certificated personnel (Note: 31:1 Teacher Staffing ratio from Base)	Certificated Salaries; Base certificated personnel (Note: 31:1 Teacher Staffing ratio from Base)	Certificated Salaries; Base certificated personnel (Note: 31:1 Teacher Staffing ratio from Base)
Amount	\$19,632,280	\$20,024,926	\$20,425,424
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$21,431,380	\$21,860,008	\$22,297,208

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	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)

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Maintain academic and career counseling services to ensure students are placed in appropriate and most rigorous coursework in preparation for college and career, ensuring students are directed, not invited, to stretch to maximum heights.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Maintain academic and career counseling services to ensure students are placed in appropriate and most rigorous coursework in preparation for college and career, ensuring students are directed, not invited, to stretch to maximum heights.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Maintain academic and career counseling services to ensure students are placed in appropriate and most rigorous coursework in preparation for college and career, ensuring students are directed, not invited, to stretch to maximum heights.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,189,399	\$2,553,305	\$2,553,305
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$809,439	\$481,421	\$481,421
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Continue to reduce class sizes and increase Course Access by increasing staffing by additional .5 students per FTE (equivalent of 6 FTEs)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Continue to reduce class sizes and increase Course Access by increasing staffing by additional .5 students per FTE (equivalent of 6 FTEs)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Continue to reduce class sizes and increase Course Access by increasing staffing by additional .5 students per FTE (equivalent of 6 FTEs)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$521,367	\$531,794	\$542,430
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$182,510	\$186,160	\$189,883
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**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)

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Modified Action
Teacher Professional Learning in Summer and Best Practices (CCSS, NGSS, ELD, integration of technology with content standards and assessment applications) Course Lead +1 from each site attend content weeks in summer for ELA, Math, Science, SS, and World Language then share professional learning with teachers on their site teams. Sub time throughout the school year to continue to implement summer professional learning and attend Best Practices after administration of common assessments.	Teacher Professional Learning in Summer and Best Practices (CCSS, NGSS, ELD, integration of technology with content standards and assessment applications) Course Lead +1 from each site attend content weeks in summer for ELA, Math, Science, SS, and World Language then share professional learning with teachers on their site teams. Sub time throughout the school year to continue to implement summer professional learning and attend Best Practices after administration of common assessments.	Teacher Professional Learning in Summer and Best Practices (CCSS, NGSS, ELD, integration of technology with content standards and assessment applications) Course Lead +1 from each site attend content weeks in summer for ELA, Math, Science, SS, and World Language then share professional learning with teachers on their site teams. Sub time throughout the school year to continue to implement summer professional learning and attend Best Practices after administration of common assessments.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$385,305	\$150,000	\$150,000
Source	College Readiness Block Grant	Federal Revenues - Title II	Federal Revenues - Title II

Budget Reference	Certificated Salaries; Presenters, Stipends, Subs	Certificated Salaries; Presenters, Stipends, Subs	Certificated Salaries; Presenters, Stipends, Subs
Amount	\$0	\$33,000	\$33,000
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		Employee Benefits	Employee Benefits
Amount	\$400,000	\$400,000	\$400,000
Source	Federal Revenues - Title I	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$239,342	\$105,688	\$105,688
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$81,461	\$83,090	\$84,752
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Books and Supplies; Support materials and copies, lunch, & water (~\$30 per day per person)	Books and Supplies; Support materials and copies, lunch, & water (~\$30 per day per person)	Books and Supplies; Support materials and copies, lunch, & water (~\$30 per day per person)
Amount	\$12,135	\$13,588	\$13,588
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Classified Salaries; IDC	Classified Salaries; IDC	Classified Salaries; IDC

**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)

English Learners, Foster Youth, Low Income

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers as needed

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers as needed

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers as needed

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$60,011	\$72,011	\$73,051
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$13,573	\$13,523	\$13,523
Source	Federal Revenues - Title II	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$17,865	\$8,222	\$8,222
Source	College Readiness Block Grant	LCFF	LCFF

Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$6,500	\$6,500	\$6,500
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Learning and Conferences	Services and Other Operating Expenses; Professional Learning and Conferences	Services and Other Operating Expenses; Professional Learning and Conferences

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NBPTS Application Process

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NBPTS Application Process

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NBPTS Application Process

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$23,240	\$23,240	\$23,240
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; NBPTS Application and Program Support Costs	Services and Other Operating Expenses; NBPTS Application and Program Support Costs	Services and Other Operating Expenses; NBPTS Application and Program Support Costs
Amount	\$11,445	\$11,674	\$11,907
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Certificated Salaries; Certificated sub costs for teachers to be released to observe and work together on application	Certificated Salaries; Certificated sub costs for teachers to be released to observe and work together on application	Certificated Salaries; Certificated sub costs for teachers to be released to observe and work together on application
Amount	\$0	\$900	\$900
Source		Federal Revenues - Title II	Federal Revenues - Title II

Budget  
Reference

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Employee Benefits; Sub Benefits
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Employee Benefits; Sub Benefits
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**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional Clear Administrator Induction Program for five administrators through WUHSD local program (under ACSA's umbrella) includes stipend for coach consultant, annual upkeep of (two) coaches certification through network professional learning, (five) annual candidate enrollments, and local professional learning for candidates.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional Clear Administrator Induction Program for administrators through WUHSD local program (under ACSA's umbrella) includes stipend for coach consultant, annual upkeep of (two) coaches certification through network professional learning, annual candidate enrollments, and local professional learning for candidates.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional Clear Administrator Induction Program for administrators through WUHSD local program (under ACSA's umbrella) includes stipend for coach consultant, annual upkeep of (two) coaches certification through network professional learning, annual candidate enrollments, and local professional learning for candidates.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$15,000	\$14,000	\$14,000
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; Certificated coach stipend	Services and Other Operating Expenses; Certificated coach stipend	Services and Other Operating Expenses; Certificated coach stipend
Amount	\$4,000	\$4,500	\$4,500
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II

Budget Reference	Services and Other Operating Expenses; Support of Candidates in Program	Services and Other Operating Expenses; Support of Candidates in Program	Services and Other Operating Expenses; Support of Candidates in Program
Amount	\$7,300	\$2,000	\$2,000
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Books and Supplies; Induction Supplies	Books and Supplies	Books and Supplies
Amount	\$5,400	\$3,000	\$3,000
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; Professional Learning and Conferences	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff and training to support effective teaching and learning, particularly for the underachieving students and subgroups

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff and training to support effective teaching and learning, particularly for the underachieving students and subgroups

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff and training to support effective teaching and learning, particularly for the underachieving students and subgroups

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$18,000	\$4,800	\$4,800
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$5,000	\$909	\$909
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

Amount	\$2,000	\$500	\$500
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Data Leads at six sites (10 hours/month) to collect and display data on the services provided to targeted students (EL, foster, SED) in order to provide decisionmakers with information on the effectiveness of those services

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Data Leads at six sites (10 hours/month) to collect and display data on the services provided to targeted students (EL, foster, SED) in order to provide decision makers with information on the effectiveness of those services

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Data Leads at six sites (10 hours/month) to collect and display data on the services provided to targeted students (EL, foster, SED) in order to provide decision makers with information on the effectiveness of those services

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$81,210	\$82,834	\$82,834
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$21,115	\$21,537	\$21,537
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Join consortia with other partner school districts to provide services and workshops to parents of English Learner Parents to engage them in the educational process of child and assist them in understanding the high school and post-secondary requirements.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Join consortia with other partner school districts to provide services and workshops to parents of English Learner Parents to engage them in the educational process of child and assist them in understanding the high school and post-secondary requirements.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Join consortia with other partner school districts to provide services and workshops to parents of English Learner Parents to engage them in the educational process of child and assist them in understanding the high school and post-secondary requirements.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Contracting with local provider of workshops for English Learner parents in the community; Cost shared with three of partner elementary school districts	Services and Other Operating Expenses; Contracting with local provider of workshops for English Learner parents in the community; Cost shared with three of partner elementary school districts	Services and Other Operating Expenses; Contracting with local provider of workshops for English Learner parents in the community; Cost shared with three of partner elementary school districts

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Community Liaison to help develop relationships and encourage participation with stakeholders who normally would not participate in the LCAP process

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Community Liaison to help develop relationships and encourage participation with stakeholders who normally would not participate in the LCAP process

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Community Liaison to help develop relationships and encourage participation with stakeholders who normally would not participate in the LCAP process

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$40,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 12**

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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

New Action
Professional Learning for Classified personnel to ensure that students are supported at the highest level possible both in and out of the classroom. Workshops may include professional learning and support for personnel in the area of behavior management, technology, food service regulations, communication, safety and security, and other areas that ensure the best possible performance and environment for staff and students.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Professional Learning for Classified personnel to ensure that students are supported at the highest level possible both in and out of the classroom. Workshops may include professional learning and support for personnel in the area of behavior management, technology, food service regulations, communication, safety and security, and other areas that ensure the best possible performance and environment for staff and students.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Professional Learning for Classified personnel to ensure that students are supported at the highest level possible both in and out of the classroom. Workshops may include professional learning and support for personnel in the area of behavior management, technology, food service regulations, communication, safety and security, and other areas that ensure the best possible performance and environment for staff and students.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$26,000	\$40,000	\$40,000

Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

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

Unchanged Goal

**CURRICULUM & INSTRUCTION**

All students experience high-quality instruction that engages their interest while providing a rigorous, relevant and coordinated curriculum that supports the achievement of the State Content Standards.

In order for students to achieve at high levels, we believe the following must be in place.

**Goal 2**

- All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state and national assessments that prepare them for college and career after high school
- All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engage students, emphasize higher order thinking skills, and help them succeed at high academic levels.
- Teachers continue to develop personally and professionally, regularly articulating with teachers from partner middle schools and local colleges, reviewing the success of the graduates to learn about their own program and others, while also using educational research to strengthen the current instructional program so all students achieve at higher levels

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

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes  
Local Priorities:

**Identified Need:**

Curriculum and Instruction is the heart and soul of an education institution. The reason why districts and school exist is for students to learn and grow through the implementation of curriculum and instruction. Throughout the continual improvement process and review of data, stakeholders found that this goal was important to the conditions of learning, pupil outcomes, and student engagement. The use of local quantitative and qualitative data, the LCFF rubrics and the California Dashboard, as well as input from stakeholders at Taskforce Meetings and Community Advisories, meetings found the following areas of need that confirmed the decision to continue this goal.

All of the annual measurable outcomes were met for this goal in the past year except for the Advanced Placement Pass Rate and the English Learner Reclassification Rate. The number of students taking Advanced Placement tests (participation) increased from 18% (2014/15) to 20% (2015/16) to 27% (2016/17); however, the pass rates for the same years went from 45% to 40% then back up to 44%. There is not a distinguishable upward trend; however, there are quite a few more students taking the test, so maintaining in the relatively same band for this year is acceptable. In upcoming years, we expect to see some growth. The 2017/18 data will not be available until summer 2018 (after this plan is due). Local indicators for pupil achievement are indicators towards student graduation and school climate, e.g., D/F Rates and on-target for graduation rates, stayed pretty much the same as the previous year, however, in evaluating data on the LCFF rubric and Dashboard, just as in Goal 1, continued growth on the Grade 11 SBAC exam appear to be the areas of greatest need. Maintenance or continued growth is desired on the other measurable outcomes.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>Priority 2: Implementation of State Standards</p>	<p>Reflection Survey Completed and Report of Progress to the Board: Met</p> <p>Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year) <b>7.66 days per year</b></p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p> <table border="1" data-bbox="688 578 911 1198"> <tr><td>CHS</td><td>80%</td></tr> <tr><td>LS</td><td>86%</td></tr> <tr><td>PHS</td><td>76%</td></tr> <tr><td>SF</td><td>81%</td></tr> <tr><td>WHS</td><td>76%</td></tr> <tr><td>FHS</td><td>20%</td></tr> <tr><td>SV</td><td>69%</td></tr> <tr><td>Trans</td><td>70%</td></tr> <tr><td><b>WUHSD</b></td><td><b>78%</b></td></tr> </table>	CHS	80%	LS	86%	PHS	76%	SF	81%	WHS	76%	FHS	20%	SV	69%	Trans	70%	<b>WUHSD</b>	<b>78%</b>	<p>Reflection Survey Completed and Report of Progress to the Board</p> <p>Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>	<p>Reflection Survey Completed and Report of Progress to the Board</p> <p>Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>	<p>Reflection Survey Completed and Report of Progress to the Board</p> <p>Teacher Professional Learning: Average Days per Teacher (Target: 5 days per year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>
CHS	80%																					
LS	86%																					
PHS	76%																					
SF	81%																					
WHS	76%																					
FHS	20%																					
SV	69%																					
Trans	70%																					
<b>WUHSD</b>	<b>78%</b>																					
<p>Priority 4: Academic Achievement - Academic Indicator Grade 11 SBAC (DF3)</p>	<p>ELA: 28 points above level 3</p> <p>Math: 50 points below level 3</p>	<p>ELA: 35 points above level 3</p> <p>Math: 40 points below level 3</p>	<p>ELA: 40 points above level 3</p> <p>Math: 30 points below level 3</p>	<p>ELA: 45 points above level 3</p> <p>Math: 20 points below level 3</p>																		
<p>Priority 4: Academic Achievement: English Learner Progress</p>	<table border="1" data-bbox="688 1390 911 1464"> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </table>	Name	RFEP + EL Changes	<table border="1" data-bbox="940 1390 1163 1464"> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </table>	Name	RFEP + EL Changes	<table border="1" data-bbox="1192 1390 1415 1464"> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </table>	Name	RFEP + EL Changes	<table border="1" data-bbox="1444 1390 1667 1464"> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </table>	Name	RFEP + EL Changes										
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Name	RFEP + EL Changes																					
Name	RFEP + EL Changes																					

	WUHSD	76.2%	WUHSD	77.5%	WUHSD	78.0%	WUHSD	78.5%
	California HS	74.0%	California HS	74.5%	California HS	75.0%	California HS	75.5%
	La Serna HS	67.5%	La Serna HS	68.0%	La Serna HS	68.5%	La Serna HS	69.0%
	Pioneer HS	85.9%	Pioneer HS	86.5%	Pioneer HS	87.0%	Pioneer HS	87.5%
	Santa Fe HS	74.4%	Santa Fe HS	75.5%	Santa Fe HS	76.0%	Santa Fe HS	76.5%
	Whittier HS	78.0%	Whittier HS	78.5%	Whittier HS	79.0%	Whittier HS	79.5%
Priority 5: Student Engagement: Graduation Rate	Current WUHSD rate: 95.5%		Maintain 95.5% or higher		Maintain 95.5% or higher		Maintain 95.5% or higher	
Priority 5: Student Engagement: Chronic Absenteeism	10%		9%		8%		7%	
AP Participation Rate: Percentage of Unique Students Taking at least One Test	22.2%		21%		22%		23%	
AP Pass Rate	40.8%		41.5%		42%		42.5%	
A-G Rate	52.3%		53%		53.5%		54%	
D/F Rates Sem 1	11.6%		11.1%		10.6%		10.1%	
D/F Rates Sem 2	13.1%		12.5%		11.9%		11.3%	
On-Target for Graduation Rate Sem 1	92.7%		94%		94%		94%	
On-Target for Graduation Rate Sem 2	90.7%		94%		94%		94%	
EL Reclassification Rate	7.5%		8.5%		9.5%		10.5%	

## Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

**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)

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Textbooks & Instructional Materials for base school program (Lottery funds for IMRFP)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Textbooks & Instructional Materials for base school program (Lottery funds for IMRFP)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Textbooks & Instructional Materials for base school program (Lottery funds for IMRFP)

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,766,000	\$600,000	\$625,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Technological Teacher Support Tools for teachers to maintain student and textbook records (e.g., SEIS Special Ed System or Destiny Textbook Manager)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Technological Teacher Support Tools for teachers to maintain student and textbook records (e.g., SEIS Special Ed System or Destiny Textbook Manager)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Technological Teacher Support Tools for teachers to maintain student and textbook records (e.g., SEIS Special Ed System or Destiny Textbook Manager)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$24,611	\$28,200	\$28,200
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Modified Action
Increase Summer School sections for Targeted Students (EL, foster, SED) at all sites to ensure that academic proficiency and credit attainment are at expected levels. Summer School Staffing consists of certificated Admin Intern (TOSA with one at each comp. HS sites to run summer school & support expanded offerings while building org. capacity); certificated teachers; and classified support.	With summer school assistance from Mt SAC, decrease Summer School sections paid for by WUHSD. Currently, WUHSD provides smaller sections for Targeted Students (EL, foster, SED) at all sites to ensure that academic proficiency and credit attainment are at expected levels. Summer School staffing decreased due to certificated Admin Intern from Mt SAC (TOSA) and one classified support at each comp high school.	With summer school assistance from Mt SAC, decrease Summer School sections paid for by WUHSD. Provide small sections for Targeted Students (EL, foster, SED) at all sites to ensure that academic proficiency and credit attainment are at expected levels. Summer School Staffing decreased due to certificated Admin Intern from Mt SAC (TOSA) and one classified support at each comp high school.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$226,280	\$100,000	\$100,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$98,947	\$85,000	\$85,000

Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$57,466	\$33,000	\$33,000
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**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)

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

After-School Courses to support targeted students in credit recovery along with parallel support to ensure success the first time in course

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

After-School Courses to support targeted students in credit recovery along with parallel support to ensure success the first time in course

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

After-School Courses to support targeted students in credit recovery along with parallel support to ensure success the first time in course

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$71,708	\$73,142	\$74,605
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$12,908	\$13,166	\$13,429
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$35,000	\$86,000	\$86,000
Source	LCFF	LCFF	LCFF

Budget  
Reference

Services and Other Operating Expenses;  
Outside contractor for providing after-  
school courses

Services and Other Operating Expenses

Services and Other Operating Expenses

**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)

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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Additional sections at each site provide credit recovery and parallel academic courses, along with socio-emotional support to students, ensure students, particularly SED students, do not fall behind in credits. Guided Study comprises some of the sections for the low-income at-risk students at all sites. Guided Study are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for students' ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income students, lowers the dropout rates, connects students to school,

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Additional sections at each site provide credit recovery and parallel academic courses, along with socio-emotional support to students, ensure students, particularly SED students, do not fall behind in credits. Guided Study comprises some of the sections for the low-income at-risk students at all sites. Guided Study are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for students ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income students, lowers the dropout rates, connects students to school,

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Additional sections at each site provide credit recovery and parallel academic courses, along with socio-emotional support to students, ensure students, particularly SED students, do not fall behind in credits. Guided Study comprises some of the sections for the low-income at-risk students at all sites. Guided Study are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for students ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income students, lowers the dropout rates, connects students to school,

results in students wanting to come to school, thus improving the attendance rates so students can learn. (158 additional support sections districtwide).

results in students wanting to come to school, thus improving the attendance rates so students can learn. (128 additional support sections districtwide).

results in students wanting to come to school, thus improving the attendance rates so students can learn. (136 additional support sections districtwide).

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,228,000	\$3,417,213	\$3,417,213
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$467,880	\$744,978	\$744,978
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**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)

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Provide additional sections for SDAIE & ELD in order to support EL students' success. This provides parallel support classes as well as lower class sizes in other coursework so EL students get more personalized and individual attention. Parallel Academic English Development (ALD) courses assist English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills (total EL support sections 139 district)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Provide additional sections for SDAIE & ELD in order to support EL students' success. This provides parallel support classes as well as lower class sizes in other coursework so EL students get more personalized and individual attention. Parallel Academic English Development (ALD) courses assist English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills. Some of these sections will now be Guided Study sections for EL students (LS) (total EL support sections 127 district)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Provide additional sections for SDAIE & ELD in order to support EL students' success. This provides parallel support classes as well as lower class sizes in other coursework so EL students get more personalized and individual attention. Parallel Academic English Development (ALD) courses assist English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills. Some of these sections will now be Guided Study sections for EL students (LS) (total EL support sections 122 district)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,224,000	\$3,196,596	\$3,196,596
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$578,240	\$703,404	\$703,404
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**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)

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools, Specific Schools: Comprehensive High Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ed Tech Support Leads foster seamless integration of technology with curriculum. Teachers at each comprehensive high school have release periods to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further understanding and engagement. (total of 7 sections + hourly Trans)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ed Tech Support Leads foster seamless integration of technology with curriculum. Teachers at each comprehensive high school have release periods to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further understanding and engagement. (total of 7 sections + hourly Trans)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Ed Tech Support Leads foster seamless integration of technology with curriculum. Teachers at each comprehensive high school have release periods to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further understanding and engagement. (total of 7 sections + hourly Trans)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$118,000	\$163,437	\$163,437
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$30,680	\$32,593	\$32,593
Source	LCFF	LCFF	LCFF

Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Conferences	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Schools: Comprehensive High Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Open Media Center until evening so students can access technology, resources, and tutoring services. Staffed with a full-time computer lab assistant to monitor media center and provide computer assistance to students.

Provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, College and High School Tutors to assist.

The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using College tutors, as well as the location of the technology carts.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Open Media Center until evening so students can access technology, resources, and tutoring services. Staffed with a full-time computer lab assistant to monitor media center and provide computer assistance to students.

Provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, College and High School Tutors to assist.

The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using College tutors, as well as the location of the technology carts.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Open Media Center until evening so students can access technology, resources, and tutoring services. Staffed with a full-time computer lab assistant to monitor media center and provide computer assistance to students.

Provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, College and High School Tutors to assist.

The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using College tutors, as well as the location of the technology carts.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$436,376	\$415,104	\$415,104

Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$271,352	\$256,779	\$256,779
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$104,470	\$106,559	\$106,559
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$293,111	\$152,118	\$152,118
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying carts/furniture will ensure students have access to all forms of content and that they are fully prepared for college and career, particularly those students who do not have access to these devices at home.</p> <p>Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it-In, CA streaming video, Artstor, and other content providers). Pilot of an online course provider for on-site credit recovery program for at-risk students (CyberHigh).</p>

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying carts/furniture will ensure students have access to all forms of content and that they are fully prepared for college and career, particularly those students who do not have access to these devices at home.</p> <p>Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it-In, CA streaming video, Artstor, and other content providers). Pilot of an online course provider for on-site credit recovery program for at-risk students (CyberHigh).</p>

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying carts/furniture will ensure students have access to all forms of content and that they are fully prepared for college and career, particularly those students who do not have access to these devices at home.</p> <p>Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it-In, CA streaming video, Artstor, and other content providers). Pilot of an online course provider for on-site credit recovery program for at-risk students (CyberHigh).</p>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$673,843	\$373,843	\$363,843
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Devices	Books and Supplies	Books and Supplies
Amount	\$318,406	\$98,406	\$91,278
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Technology carts for devices	Books and Supplies; Technology carts for devices	Books and Supplies; Technology carts for devices
Amount	\$182,499	\$182,499	\$172,499
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Software services and aps for devices to support instruction	Services and Other Operating Expenses; Software services and aps for devices to support instruction	Services and Other Operating Expenses; Software services and aps for devices to support instruction

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Support & Training of Academic Mentors: Academic Mentors support teachers in the classroom to ensure targeted students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting at-risk students within the classroom. The use of Academic Mentors has proven to be highly effective, not only from surveys of students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Support & Training of Academic Mentors: Academic Mentors support teachers in the classroom to ensure targeted students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting at-risk students within the classroom. The use of Academic Mentors has proven to be highly effective, not only from surveys of students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Support & Training of Academic Mentors: Academic Mentors support teachers in the classroom to ensure targeted students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting at-risk students within the classroom. The use of Academic Mentors has proven to be highly effective, not only from surveys of students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$21,462	\$21,891	\$22,329
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$3,863	\$4,019	\$4,019
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Professional Development for learning best instructional practices when teaching targeted students in all content areas (including Visual and Performing Arts and Physical Education).

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Outside Professional Development for learning best instructional practices when teaching targeted students in all content areas (including Visual and Performing Arts and Physical Education).

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Outside Professional Development for learning best instructional practices when teaching targeted students in all content areas (including Visual and Performing Arts and Physical Education).

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$128,000	\$88,000	\$88,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$98,000	\$104,000	\$104,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Sub Costs	Certificated Salaries; Sub Costs	Certificated Salaries; Sub Costs
Amount	\$0	\$10,560	\$10,560

Source		LCFF	LCFF
Budget Reference		Employee Benefits; Sub Benefits	Employee Benefits; Sub Benefits

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
College and Career Pathways: In order to engage students in their current educational pursuit and prepare them for college and career, interaction with potential careers is done through a variety of methods (e.g. Naviance, hands-on experiences, or course sequences). Support of struggling students in these different exploratory experiences varies from clerk positions, additional tutoring, assignments in Naviance. including PSAT uploaded into Naviance and/or Road trip Nation for career exploration, all depending upon the school site. CTE Pathways are expanded on sites and with support of ROP. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal of enrollment in a four-year college upon

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
College and Career Pathways: In order to engage students in their current educational pursuit and prepare them for college and career, interaction with potential careers is done through a variety of methods (e.g. Naviance, hands-on experiences, or course sequences). Support of struggling students in these different exploratory experiences varies from clerk positions, additional tutoring, assignments in Naviance. including PSAT uploaded into Naviance and/or Road trip Nation for career exploration, all depending upon the school site. CTE Pathways are expanded on sites and with support of ROP and clerks that facilitate exploration and completion of pathways. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
College and Career Pathways: In order to engage students in their current educational pursuit and prepare them for college and career, interaction with potential careers is done through a variety of methods (e.g. Naviance, hands-on experiences, or course sequences). Support of struggling students in these different exploratory experiences varies from clerk positions, additional tutoring, assignments in Naviance. including PSAT uploaded into Naviance and/or Road trip Nation for career exploration, all depending upon the school site. CTE Pathways are expanded on sites and with support of ROP and clerks that facilitate exploration and completion of pathways. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal

graduation (CHS, LS, WHS).	of enrollment in a four-year college upon graduation (CHS, LS, WHS). Finally, expansion of the Foster FAFSA Free-for-All, which was quickly put together this past year to serve senior foster students to make sure they not only completed their FAFSA, but also had access to all the funds and services available to foster students, including the Transition Social Worker who came with news on additional funds they did not have realize they could receive.	of enrollment in a four-year college upon graduation (CHS, LS, WHS). Finally, expansion of the Foster FAFSA Free-for-All, which was quickly put together this past year to serve senior foster students to make sure they not only completed their FAFSA, but also had access to all the funds and services available to foster students, including the Transition Social Worker who came with news on additional funds they did not have realize they could receive.
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,300	\$15,300
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Tutoring, Mentoring, Subs	Certificated Salaries; Tutoring, Mentoring, Subs	Certificated Salaries; Tutoring, Mentoring, Subs
Amount	\$379,480	\$387,070	\$387,070
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$140,830	\$143,647	\$143,647
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$92,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Naviance & Career Exploration	Services and Other Operating Expenses; Career Exploration	Services and Other Operating Expenses; Career Exploration
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Puente	Services and Other Operating Expenses; Puente	Services and Other Operating Expenses; Puente
Amount	\$15,000	\$18,000	\$18,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Puente	Books and Supplies; Puente	Books and Supplies; Puente
Amount	\$0	\$117,874	\$117,874

Source		LCFF	LCFF
Budget Reference		Certificated Salaries; Puente Counselors	Certificated Salaries; Puente Counselors
Amount	\$0	\$30,646	\$30,646
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Puente Counselors (1/2 at WHS & CHS)	Employee Benefits; Puente Counselors (1/2 at WHS & CHS)
Amount	\$0	\$5,000	\$5,000
Source		LCFF	LCFF
Budget Reference		Books and Supplies; Foster/Homeless College	Books and Supplies; Foster/Homeless College

**Action 13**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Visual and Performing Arts Lead: Engage students with school and the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support through a new VAPA Lead position. Outreach to the community will expand through the development and maintenance of a district VAPA website and articulation with middle schools and community groups.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Visual and Performing Arts Lead: Engage students with school and the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support through a new VAPA Lead position. Outreach to the community will expand through the development and maintenance of a district VAPA website and articulation with middle schools and community groups.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Visual and Performing Arts Lead: Engage students with school and the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support through a new VAPA Lead position. Outreach to the community will expand through the development and maintenance of a district VAPA website and articulation with middle schools and community groups.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$19,080	\$19,462	\$19,851
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$5,342	\$5,448	\$5,557

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$3,500	\$3,570	\$3,641
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$4,500	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 14**

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)

Low Income

**Location(s):**

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

Specific Schools: Transition

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Career Life Skills Micro Enterprise Equipment and curricular materials

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Career Life Skills Micro Enterprise Equipment and curricular materials

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Career Life Skills Micro Enterprise Equipment and curricular materials

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$6,800	\$6,936	\$7,075
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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

Unchanged Goal

**ASSESSMENT AND ACCOUNTABILITY**

Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of best practices so that students learn challenging content and student performance is increased.

In order for students to achieve at high levels, we believe the following must be in place:

- The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data.
- Teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student.
- Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards.
- The assessment of student achievement in relation to standards drives the schools program, its regular evaluation and improvement, and the allocation and usage of resources.

**Goal 3**

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

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 8. Other pupil outcomes  
Local Priorities:

**Identified Need:**

Assessment and Accountability is the method through which we drive change within the organization. In WUHSD, we strongly believe that collaboration is the reason for students continued academic growth, with change driven through the use of common assessments as a tool: a tool to define content covered in certain period; a tool to dive deep into student performance and guide dialogue directed to overcoming barriers to student learning; and, a tool for the sharing of best instructional and curricular practices.

Throughout the continual improvement process and review of data, stakeholders found this goal to be important to the conditions of learning, pupil outcomes, and student engagement. The use of local quantitative and qualitative data, the LCFF rubrics and the California Dashboard, as well as input from stakeholders at Taskforce Meetings and Community Advisories, found the following areas of need that confirmed the decision to continue this goal. As in Goal 2, growth on the SBAC English Language Arts and Math in regards to proficient or higher was flat. When looking at these scores in regards to distance from three, there was some loss in comparison to the prior year. In evaluating data on the LCFF rubric and Dashboard, continued growth on the Grade 11 SBAC exam appear to be the areas of greatest need. Improving these would also improve EAP rates, as these rates are equivalent to proficient, or standard exceeded, scores on the SBAC. Maintenance or continued growth is desired on the other measurable outcomes. Additionally, we currently have three years of PSAT scores in for grades nine, ten and eleven and are working on developing a system that will inform instruction that teachers can easily access and interpret for both students and parents.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																								
Priority 1: Basic Conditions at School: SARC	99.82% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.83% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.84% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses	99.85% Average on all indicators on Facility Inspection Reports from all 7 sites  0% Teacher Misassigned  Access to Textbooks in All Core Courses																																																								
Priority 4: Academic Achievement: English Learner Progress	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>76.2%</td> </tr> <tr> <td>California HS</td> <td>74.0%</td> </tr> <tr> <td>La Serna HS</td> <td>67.5%</td> </tr> <tr> <td>Pioneer HS</td> <td>85.9%</td> </tr> <tr> <td>Santa Fe HS</td> <td>74.4%</td> </tr> <tr> <td>Whittier HS</td> <td>78.0%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	76.2%	California HS	74.0%	La Serna HS	67.5%	Pioneer HS	85.9%	Santa Fe HS	74.4%	Whittier HS	78.0%	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>77.5%</td> </tr> <tr> <td>California HS</td> <td>74.5%</td> </tr> <tr> <td>La Serna HS</td> <td>68.0%</td> </tr> <tr> <td>Pioneer HS</td> <td>86.5%</td> </tr> <tr> <td>Santa Fe HS</td> <td>75.5%</td> </tr> <tr> <td>Whittier HS</td> <td>78.5%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	77.5%	California HS	74.5%	La Serna HS	68.0%	Pioneer HS	86.5%	Santa Fe HS	75.5%	Whittier HS	78.5%	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>78.0%</td> </tr> <tr> <td>California HS</td> <td>75.0%</td> </tr> <tr> <td>La Serna HS</td> <td>68.5%</td> </tr> <tr> <td>Pioneer HS</td> <td>87.0%</td> </tr> <tr> <td>Santa Fe HS</td> <td>76.0%</td> </tr> <tr> <td>Whittier HS</td> <td>79.0%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	78.0%	California HS	75.0%	La Serna HS	68.5%	Pioneer HS	87.0%	Santa Fe HS	76.0%	Whittier HS	79.0%	<table border="1"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr> <td>WUHSD</td> <td>78.5%</td> </tr> <tr> <td>California HS</td> <td>75.5%</td> </tr> <tr> <td>La Serna HS</td> <td>69.0%</td> </tr> <tr> <td>Pioneer HS</td> <td>87.5%</td> </tr> <tr> <td>Santa Fe HS</td> <td>76.5%</td> </tr> <tr> <td>Whittier HS</td> <td>79.5%</td> </tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	78.5%	California HS	75.5%	La Serna HS	69.0%	Pioneer HS	87.5%	Santa Fe HS	76.5%	Whittier HS	79.5%
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Priority 4: Academic Achievement - Academic Indicator Grade 11 SBAC (DF3)	ELA: 28 points above level 3 Math: 50 points below level 3	ELA: 35 points above level 3 Math: 40 points below level 3	ELA: 40 points above level 3 Math: 30 points below level 3	ELA: 45 points above level 3 Math: 20 points below level 3																																																								
SBAC Participation Rate	ELA 96.6%; Math 97.8%	Maintain above 96%	Maintain above 96%	Maintain above 96%																																																								
AP Participation Rate	22.2%	22.4%	22.6%	22.8%																																																								
AP Pass Rate	40.8%	41.8%	42%	42.5%																																																								
EAP College-Ready	ELA 25%; Math 8.5%	ELA 28%; Math 10%	ELA 30%; Math 12%	ELA 32%; Math 14%																																																								

D/F Rates Sem 1	11.6%	11.1%	10.6%	10.1%
D/F Rates Sem 2	13.1%	12.5%	11.9%	11.3%
On-Target for Graduation Sem 1	92.7	94%	94%	94%
On-Target for Graduation Rate Sem 2	90.7%	94%	94%	94%
SBAC ELA Participation and Proficiency Rates	SBAC ELA Participation Rate 97% SBAC ELA Proficiency Rate 62%	SBAC ELA Participation Rate 96% SBAC ELA Proficiency Rate 68%	SBAC ELA Participation Rate 96% SBAC ELA Proficiency Rate 72%	SBAC ELA Participation Rate 96% SBAC ELA Proficiency Rate 75%
SBAC MATH Participation and Proficiency Rate	SBAC MATH Participation Rate 98% SBAC MATH Proficiency Rate 32%	SBAC MATH Participation Rate 96% SBAC MATH Proficiency Rate 38%	SBAC MATH Participation Rate 96% SBAC MATH Proficiency Rate 42%	SBAC MATH Participation Rate 96% SBAC MATH Proficiency Rate 50%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Common Assessments: Provide interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of all students, particularly the underperforming students, ensuring that they are college and career ready when they graduate from WUHSD. Utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for students' continued academic growth, with change driven through the use of common assessments as a tool: a tool to define content covered in certain period; a tool

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Common Assessments: Provide interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of all students, particularly the underperforming students, ensuring that they are college and career ready when they graduate from WUHSD. Utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for students' continued academic growth, with change driven through the use of common assessments as a tool: a tool to define content covered in certain period; a tool

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Common Assessments: Provide interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of all students, particularly the underperforming students, ensuring that they are college and career ready when they graduate from WUHSD. Utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for students' continued academic growth, with change driven through the use of common assessments as a tool: a tool to define content covered in certain period; a tool

to dive deep into student performance and guide dialogue directed to overcoming barriers to student learning; and, a tool for the sharing of best instructional and curricular practices.Note: Production of District Common Assessments occurs a minimum of 4-9 times per year for all core courses.	to dive deep into student performance and guide dialogue directed to overcoming barriers to student learning; and, a tool for the sharing of best instructional and curricular practices.Note: Production of District Common Assessments occurs a minimum of 4-9 times per year for all core courses.	to dive deep into student performance and guide dialogue directed to overcoming barriers to student learning; and, a tool for the sharing of best instructional and curricular practices.Note: Production of District Common Assessments occurs a minimum of 4-9 times per year for all core courses.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$132,000	\$134,640	\$134,640
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Services to facilitate analysis of data (e.g., EADMS, Student Tracker, & CORE Data Collaborative)	Services and Other Operating Expenses; Services to facilitate analysis of data (e.g., EADMS, Student Tracker, & CORE Data Collaborative)	Services and Other Operating Expenses; Services to facilitate analysis of data (e.g., EADMS, Student Tracker, & CORE Data Collaborative)
Amount	\$125,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Scanners, Supplies	Books and Supplies; Scanners, Supplies	Books and Supplies; Scanners, Supplies
Amount	\$64,675	\$53,000	\$53,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Reprographics charges	Services and Other Operating Expenses; Reprographics charges	Services and Other Operating Expenses; Reprographics charges

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Schools: Comprehensive High Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Intervention Specialist Release Periods:  
The Intervention Specialist is a teacher who has two release periods to analyze data and provide support and information to personnel on the site to ensure that students are provided with time and support to achieve academic success

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Intervention Specialist Release Periods:  
The Intervention Specialist is a teacher who has one release period to analyze data and provide support and information to personnel on the site to ensure that students are provided with time and support to achieve academic success  
(Note: Based on need, two sites have added an additional period of Intervention Specialist)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Intervention Specialist Release Periods:  
The Intervention Specialist is a teacher who has one release period to analyze data and provide support and information to personnel on the site to ensure that students are provided with time and support to achieve academic success. (Note: Based on need, two sites have added an additional period of Intervention Specialist)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$180,354	\$180,345	\$180,345
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$52,123	\$32,154	\$32,154

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Facilitate collaboration and analysis of common assessment data and the development of interdependent teams to support strong student achievement for all students, particularly the under-performing students, ensuring that they are college and career ready when they graduate from WUHSD. This is done through the Coordinator of Curriculum and Assessment with seven Coaches, who are teachers with additional monthly hours, who facilitate course-alike teams throughout the year. One additional coach is being added this year to limit the number of days the other coaches are subbed out of their classes and to expand organizational capacity (subs in Goal 1)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Facilitate collaboration and analysis of common assessment data and the development of interdependent teams to support strong student achievement for all students, particularly the under-performing students, ensuring that they are college and career ready when they graduate from WUHSD. This is done through the Coordinator of Curriculum and Assessment with seven Coaches, who are teachers with additional monthly hours, who facilitate course-alike teams throughout the year (subs in Goal 1)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Facilitate collaboration and analysis of common assessment data and the development of interdependent teams to support strong student achievement for all students, particularly the under-performing students, ensuring that they are college and career ready when they graduate from WUHSD. This is done through the Coordinator of Curriculum and Assessment with seven Coaches, who are teachers with additional monthly hours, who facilitate course-alike teams throughout the year (subs in Goal 1)

**Budgeted Expenditures**

2017-18

2018-19

2019-20

Amount	\$323,031	\$509,492	\$509,492
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$86,672	\$25,718	\$25,718
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$67,480	\$68,830	\$70,206
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Supplies, lunch, and water for groups coming into district throughout the year	Books and Supplies; Supplies, lunch, and water for groups coming into district throughout the year	Books and Supplies; Supplies, lunch, and water for groups coming into district throughout the year

**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)

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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>Course Leads: 115 Course Leads, who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that all students groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for all students, working with teachers and staff to identify students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time. (\$2,102 per Course Lead Stipend in 217/18)</p>

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>Course Leads: 115 Course Leads, who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that all students groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for all students, working with teachers and staff to identify students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time.</p>

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>Course Leads: 115 Course Leads, who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that all students groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for all students, working with teachers and staff to identify students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time.</p>

**Budgeted Expenditures**

2017-18

2018-19

2019-20

Amount	\$241,730	\$286,560	\$286,560
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$62,850	\$44,107	\$44,107
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**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)

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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Advanced Placement Testing: Support low-income students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Support these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams. Note: Given 2017/18 is the transition year with federal and state programs, the \$5 fee waiver program is not yet in place for students taking the AP test in 2017; therefore, WUHSD is supporting low-income students by covering what state and federal programs would typically cover for these students and only charging them the \$5.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Advanced Placement Testing: Support low-income students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Support these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Advanced Placement Testing: Support low-income students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Support these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$138,000	\$123,500	\$123,500
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; College Board AP Test Fees (Gap Year: No State Program in Place)	Services and Other Operating Expenses; College Board AP Test Fees (Gap Only: State Program in Back in Place)	Services and Other Operating Expenses; College Board AP Test Fees (Gap Only: State Program in Back in Place)
Amount	\$8,000	\$18,000	\$18,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Support Materials	Books and Supplies; Support Materials	Books and Supplies; Support Materials

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

College Readiness: Prepare all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth, and eleventh grade, particularly those students who had not considered college as an option in the past. In order to prepare all students to consider college as an option, we will begin the conversations with students focused on college early, making it more likely that student may actually attend college. By taking the PSAT multiple times, the student's SAT score is shown to be higher, offering the student more options in colleges.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

College Readiness: Prepare all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth, and eleventh grade, particularly those students who had not considered college as an option in the past. In order to prepare all students to consider college as an option, we will begin the conversations with students focused on college early, making it more likely that student may actually attend college. By taking the PSAT multiple times, the student's SAT score is shown to be higher, offering the student more options in colleges.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

College Readiness: Prepare all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth, and eleventh grade, particularly those students who had not considered college as an option in the past. In order to prepare all students to consider college as an option, we will begin the conversations with students focused on college early, making it more likely that student may actually attend college. By taking the PSAT multiple times, the student's SAT score is shown to be higher, offering the student more options in colleges.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$89,000	\$90,780	\$92,596
Source	College Readiness Block Grant	LCFF	LCFF

Budget Reference	Services and Other Operating Expenses; College Board: PSAT	Services and Other Operating Expenses; College Board: PSAT	Services and Other Operating Expenses; College Board: PSAT
Amount	\$12,000	\$0	\$0
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Certificated Salaries; Subs	Certificated Salaries; Subs	Certificated Salaries; Subs
Amount	\$12,000	\$0	\$0
Source	College Readiness Block Grant	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

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

Unchanged Goal

**SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

Provide a comprehensive system of support services to facilitate student success, both academically and personally.

In order for students to achieve at high levels, we believe the following must be in place:

- The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.
- The school is a safe, clean, and orderly place that nurtures learning and maintains a culture characterized by trust, professionalism, and high expectations for all students.
- All students have access to a system of personal and equitable support and intervention services, activities and opportunities at the school and within the community to help ensure school, college, and career success.
- The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Goal 4**

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

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes  
Local Priorities:

**Identified Need:**

School Culture and Support for Student Personal and Academic Growth is the manner in which we ensure our students are provided with the requisite support to learn and grow. Through the continual improvement process and review of data, stakeholders found that this goal was important to the conditions of learning, pupil outcomes, and student engagement. The use of local quantitative and qualitative data, the LCFF rubrics and the California Dashboard, as well as input from stakeholders at Taskforce Meetings and Community Advisories, stakeholders found the following strengths and areas of need that confirmed the decision to continue this goal.

All of the annual measurable outcomes were met for the goal in the past year except for Chronic Absenteeism, along with Habitual Truancy maintaining at a level a bit higher than we would desire. In evaluating data on the LCFF rubric and California Dashboard, Chronic Absenteeism and continued growth on the Grade 11 SBAC exam appear to be the areas of greatest need. Maintenance or continued growth is desired on the other measurable outcomes.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Implementation of State Standards	Reflection Survey Completed and Report of Progress to the Board: Met  CCSS Teacher Professional Learning: Average Days per Teacher (Target: 5 days	Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per	Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per	Reflection Survey Completed and Report of Progress to the Board  Teacher Professional Learning: Average Days per Teacher (Target: 5 days per

	<p>per year) <b>7.66 days per year</b></p> <p>CCSS Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p> <table border="1" data-bbox="688 365 911 966"> <tr><td>CHS</td><td>80%</td></tr> <tr><td>LS</td><td>86%</td></tr> <tr><td>PHS</td><td>76%</td></tr> <tr><td>SF</td><td>81%</td></tr> <tr><td>WHS</td><td>76%</td></tr> <tr><td>FHS</td><td>20%</td></tr> <tr><td>SV</td><td>69%</td></tr> <tr><td>Trans</td><td>70%</td></tr> <tr><td><b>WUHSD</b></td><td><b>78%</b></td></tr> </table>	CHS	80%	LS	86%	PHS	76%	SF	81%	WHS	76%	FHS	20%	SV	69%	Trans	70%	<b>WUHSD</b>	<b>78%</b>	<p>year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>	<p>year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>	<p>year)</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices (Target: 75% Comprehensive; 50% Alt Ed)</p>														
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<p>Priority 4: Academic Achievement - Academic Indicator Grade 11 SBAC (DF3)</p>	<p>ELA: 28 points above level 3</p> <p>Math: 50 points below level 3</p>	<p>ELA: 35 points above level 3</p> <p>Math: 40 points below level 3</p>	<p>ELA: 40 points above level 3</p> <p>Math: 30 points below level 3</p>	<p>ELA: 45 points above level 3</p> <p>Math: 20 points below level 3</p>																																
<p>Priority 4: Academic Achievement: English Learner Progress</p>	<table border="1" data-bbox="688 1156 911 1429"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr><td>WUHSD</td><td>76.2%</td></tr> <tr><td>California HS</td><td>74.0%</td></tr> <tr><td>La Serna HS</td><td>67.5%</td></tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	76.2%	California HS	74.0%	La Serna HS	67.5%	<table border="1" data-bbox="940 1156 1163 1429"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr><td>WUHSD</td><td>77.5%</td></tr> <tr><td>California HS</td><td>74.5%</td></tr> <tr><td>La Serna HS</td><td>68.0%</td></tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	77.5%	California HS	74.5%	La Serna HS	68.0%	<table border="1" data-bbox="1192 1156 1415 1429"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr><td>WUHSD</td><td>78.0%</td></tr> <tr><td>California HS</td><td>75.0%</td></tr> <tr><td>La Serna HS</td><td>68.5%</td></tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	78.0%	California HS	75.0%	La Serna HS	68.5%	<table border="1" data-bbox="1444 1156 1667 1429"> <thead> <tr> <th>Name</th> <th>RFEP + EL Changes</th> </tr> </thead> <tbody> <tr><td>WUHSD</td><td>78.5%</td></tr> <tr><td>California HS</td><td>75.5%</td></tr> <tr><td>La Serna HS</td><td>69.0%</td></tr> </tbody> </table>	Name	RFEP + EL Changes	WUHSD	78.5%	California HS	75.5%	La Serna HS	69.0%
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<p>Priority 3: Parent Engagement: Survey of Parents Attending Events</p>	<p><b>145%</b> of WUHSD students' parents attending an activity at school</p> <p>When broken down by school or program:</p> <table border="1"> <tr><td>California HS</td><td>171%</td></tr> <tr><td>LaSernaHS</td><td>222%</td></tr> <tr><td>Pioneer HS</td><td>179%</td></tr> <tr><td>Santa Fe HS</td><td>123%</td></tr> <tr><td>Whittier HS</td><td>28%</td></tr> <tr><td>Frontier HS (Cont)</td><td>102%</td></tr> <tr><td>Sierra Vista HS (IS)</td><td>30%</td></tr> <tr><td>Transition Program</td><td>148%</td></tr> </table> <p>Note: Repeat Visits counted as Number of Visits divided by Enrollment</p>	California HS	171%	LaSernaHS	222%	Pioneer HS	179%	Santa Fe HS	123%	Whittier HS	28%	Frontier HS (Cont)	102%	Sierra Vista HS (IS)	30%	Transition Program	148%	<p><b>Target: 175%</b> of WUHSD students' parents attending an activity at school</p>	<p><b>Target: 200%</b> of WUHSD students' parents attending an activity at school</p>	<p><b>Target: 225%</b> of WUHSD students' parents attending an activity at school</p>								
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Frontier HS (Cont)	102%																											
Sierra Vista HS (IS)	30%																											
Transition Program	148%																											
<p>Priority 5: Student Engagement: Graduation Rate</p>	<p><b>Current WUHSD rate: 95.5%</b></p> <p>Source: California Dashboard</p>	<p><b>Maintain 95.5% or higher</b></p> <p>Source: California Dashboard</p>	<p><b>Maintain 95.5% or higher</b></p> <p>Source: California Dashboard</p>	<p><b>Maintain 95.5% or higher</b></p> <p>Source: California Dashboard</p>																								
<p>Priority 5: Student Engagement: Chronic Absenteeism</p>	<p><b>10%</b></p> <p>Source: California Dashboard</p>	<p><b>9%</b></p> <p>Source: California Dashboard</p>	<p><b>8%</b></p> <p>Source: California Dashboard</p>	<p><b>7%</b></p> <p>Source: California Dashboard</p>																								
<p>Priority 6: School Climate: Suspension</p>	<p><b>4.5%</b></p> <p>Source: California Dashboard</p>	<p><b>4.2%</b></p> <p>Source: California Dashboard</p>	<p><b>3.9%</b></p> <p>Source: California Dashboard</p>	<p><b>3.7%</b></p> <p>Source: California Dashboard</p>																								
<p>Cohort Dropout Rate</p>	<p><b>6.4%</b></p>	<p><b>5.8%</b></p>	<p><b>5.4%</b></p>	<p><b>5.2%</b></p>																								
<p>Student Attendance Rates (Comp HS)</p>	<p><b>96.5%</b></p>	<p><b>96.5%</b></p>	<p><b>96.5%</b></p>	<p><b>96.5%</b></p>																								

Habitual Truancy Rates	10.8%	10.7%	10.6%	10.5%
Expulsion Rates	.2%	.2%	.2%	.2%
On-Target for Graduation Rate Sem 1	92.7%	94%	94%	94%
On-Target for Graduation Rate Sem 2	90.7%	94%	94%	94%
Staff Morale/Student Opinion Survey	100% Staff and 73% Student (Biennial Surveys)	80% Student Participation	100% Staff Participation	80% Student Participation

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

District Categorical Office assists all of the sites in providing services to English Learner students and their families and providing professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English. DELAC Meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the district.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

District Categorical Office assists all of the sites in providing services to English Learner students and their families and providing professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English. DELAC Meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the district.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

District Categorical Office assists all of the sites in providing services to English Learner students and their families and providing professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English. DELAC Meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the district.

### Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$152,120	\$157,162	\$158,266
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$121,200	\$123,624	\$126,096
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$87,462	\$89,211	\$90,995
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$41,200	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$117,100	\$70,000	\$70,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

District English Learner Counselor: .5 Counselor Districtwide for EL Students to promote Redesignation and reach out to both student and family. Counselor works with 9th and 10th grade EL students at all of the schools throughout the district.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

District English Learner Counselor: .5 Counselor Districtwide for EL Students to promote Redesignation and reach out to both student and family. Counselor works with 9th and 10th grade EL students at all of the schools throughout the district.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

District English Learner Counselor: .5 Counselor Districtwide for EL Students to promote Redesignation and reach out to both student and family. Counselor works with 9th and 10th grade EL students at all of the schools throughout the district.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$55,117	\$57,914	\$57,914
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$17,637	\$23,195	\$23,195
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Fund Horizon's Office at each comprehensive high school site with Categorical Director, Assistant, and Specialist to provide services to English Learners and to facilitate their progress. Services provided out of this office for students and families include college field trips and parent workshops. Services provided out of this office for staff include professional development and conferences to include their proficiency in working with English Learners. ELAC Meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the school.

Fund Horizon's Office at each comprehensive high school site with Categorical Director, Assistant, and Specialist to provide services to English Learners and to facilitate their progress. Services provided out of this office for students and families include college field trips and parent workshops. Services provided out of this office for staff include professional development and conferences to include their proficiency in working with English Learners. ELAC Meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the school.

Fund Horizon's Office at each comprehensive high school site with Categorical Director, Assistant, and Specialist to provide services to English Learners and to facilitate their progress. Services provided out of this office for students and families include college field trips and parent workshops. Services provided out of this office for staff include professional development and conferences to include their proficiency in working with English Learners. ELAC Meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the school.

**Budgeted Expenditures**

2017-18

2018-19

2019-20

Amount	\$61,742	\$40,000	\$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; subs	Certificated Salaries; subs	Certificated Salaries; subs
Amount	\$522,762	\$522,762	\$522,762
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,207,664	\$1,207,664	\$1,207,664
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$643,133	\$632,381	\$632,381
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$27,155	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$36,921	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**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)

Specific Student Group(s): REFPs

**Location(s):**

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

Specific Schools: Comprehensive High 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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Monitoring of RFEP students by Horizons' Directors through the use of targeted grade checks every five weeks

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Monitoring of RFEP students by Horizons' Directors through the use of targeted grade checks every five weeks

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Monitoring of RFEP students by Horizons' Directors through the use of targeted grade checks every five weeks

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$5,618	\$5,730	\$5,730
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**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)

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)

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Foster Youth Counselor: .25 Targeted Counselor per site addresses needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Foster Youth Counselor: .25 Targeted Counselor per site addresses needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Foster Youth Counselor: .25 Targeted Counselor per site addresses needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$240,585	\$295,397	\$295,397
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$67,364	\$118,711	\$118,711
Source	LCFF	LCFF	LCFF

Budget  
Reference

Employee Benefits

Employee Benefits

Employee Benefits

**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)

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Intervention Counselor: .25 Targeted Counselor per site addresses needs of Low Income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. Additional hours provided at WHS (out of site allocation) to provide additional services to Guided Study Classes in the afternoon.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Intervention Counselor: .25 Targeted Counselor per site addresses needs of Low Income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. Additional hours provided at WHS (out of site allocation) to provide additional services to Guided Study Classes in the afternoon.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Intervention Counselor: .25 Targeted Counselor per site addresses needs of Low Income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. Additional hours provided at WHS (out of site allocation) to provide additional services to Guided Study Classes in the afternoon.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$255,585	\$295,397	\$297,397
Source	LCFF	LCFF	LCFF

Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$71,564	\$118,150	\$118,150
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**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)

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Transportation: Provide a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district, along with after-school buses for students to attend tutoring programs at each high school

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Transportation: Provide a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district, along with after-school buses for students to attend tutoring programs at each high school

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Transportation: Provide a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district, along with after-school buses for students to attend tutoring programs at each high school

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$42,231	\$155,000	\$155,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Paid Student Mentors: Student workers serve as Academic Mentors in the classroom outside of their school day or at Saturday School to support academic success of targeted students. While normally students receive credits on their transcript when they serve as Academic Mentors, a few serve as paid Academic Mentors if they are able to work select schedules.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Paid Student Mentors: Student workers serve as Academic Mentors in the classroom outside of their school day or at Saturday School to support academic success of English Learner and SED students. While normally students receive credits on their transcript when they serve as Academic Mentors, a few serve as paid Academic Mentors if they are able to work select schedules where needed to support English Learners

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Paid Student Mentors: Student workers serve as Academic Mentors in the classroom outside of their school day or at Saturday School to support academic success of English Learner and SED students. While normally students receive credits on their transcript when they serve as Academic Mentors, a few serve as paid Academic Mentors if they are able to work select schedules where needed to support English Learners

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$20,140	\$20,543	\$20,954
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$5,035	\$5,136	\$5,238

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Provide books & supplies to students in need to support engagement in coursework and academic success. Support is available in different locations on the different comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their HS site. Rio Hondo offers two courses each term on all school sites at no cost, but does not pay for books. This pays for the book so students exit high school with college credits.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Provide books & supplies to students in need to support engagement in coursework and academic success. Support is available in different locations on the different comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their HS site.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Provide books & supplies to students in need to support engagement in coursework and academic success. Support is available in different locations on the different comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their HS site.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$164,300	\$164,300	\$164,300

Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Field Experiences for EL, foster, and SED students and their parents (e.g., college trips, cultural events)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Field Experiences for EL, foster, and SED students and their parents (e.g., college trips, cultural events)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Field Experiences for EL, foster, and SED students and their parents (e.g., college trips, cultural events)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$21,836	\$22,273	\$22,718
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$4,990	\$5,090	\$5,192
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$101,124	\$101,124	\$101,124
Source	LCFF	LCFF	LCFF

Budget  
Reference

Services and Other Operating Expenses

Services and Other Operating Expenses

Services and Other Operating Expenses

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>Parent and Community Engagement: Keep parents and community informed of students and schools progress and engaged in the improvement process through media releases and emails, survey, and other forms of media communications. Consultant ensures regular and clear communication with the community regarding LCFF and LCAP, eliciting community engagement with the educational program and processes.</p> <p>Engage parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as communication from teaching staff (LOOP, a web-based tool). The Parent Portal into the Aeries, the student information system, allows parents to check child's grades, attendance, and other relevant information on a daily basis. Report Cards go home every five</p>

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>Parent and Community Engagement: Keep parents and community informed of students and schools progress and engaged in the improvement process through media releases and emails, survey, and other forms of media communications. Consultant ensures regular and clear communication with the community regarding LCFF and LCAP, eliciting community engagement with the educational program and processes.</p> <p>Engage parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as communication from teaching staff (LOOP, a web-based tool). The Parent Portal into the Aeries, the student information system, allows parents to check child's grades, attendance, and other relevant information on a daily</p>

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
<p>Parent and Community Engagement: Keep parents and community informed of students and schools progress and engaged in the improvement process through media releases and emails, survey, and other forms of media communications. Consultant ensures regular and clear communication with the community regarding LCFF and LCAP, eliciting community engagement with the educational program and processes.</p> <p>Engage parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as communication from teaching staff (LOOP, a web-based tool). The Parent Portal into the Aeries, the student information system, allows parents to check child's grades, attendance, and other relevant information on a daily</p>

weeks in the mail and the School Accountability Report Card will be produced once each year (both of which will be in English and Spanish).	basis. Report Cards go home every five weeks in the mail and the School Accountability Report Card will be produced once each year (both of which will be in English and Spanish).  Parents asked for more interaction time one the sits at the LCAP Advisories and other parents meetings, so Parent Empowerment funds were planned on the sites for parent activities throughout the school year.	basis. Report Cards go home every five weeks in the mail and the School Accountability Report Card will be produced once each year (both of which will be in English and Spanish).  Parents asked for more interaction time one the sits at the LCAP Advisories and other parents meetings, so Parent Empowerment funds were planned on the sites for parent activities throughout the school year.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$130,350	\$110,350	\$110,350
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Report Cards, SARC, SIS	Services and Other Operating Expenses; Report Cards, SARC, SIS	Services and Other Operating Expenses; Report Cards, SARC, SIS
Amount	\$60,000	\$58,000	\$58,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Consultant to provide media releases to community regarding LCFF, LCAP, and elicit community engagement with educational program and processes	Services and Other Operating Expenses; Consultant to provide media releases to community regarding LCFF, LCAP, and elicit community engagement with educational program and processes	Services and Other Operating Expenses; Consultant to provide media releases to community regarding LCFF, LCAP, and elicit community engagement with educational program and processes
Amount	\$0	\$8,500	\$8,500
Source		LCFF	LCFF
Budget Reference		Books and Supplies; Parent Empowerment	Books and Supplies; Parent Empowerment

**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

District Childcare Center: Provide childcare services and parenting support for teen parents to ensure they not only graduate with a high school diploma, but that they are college and career ready. Located in a central location, all students are able to use the services provided by the Center, then attend any of the schools within the district. Transportation is provided from the student's home to the Center, then from the Center to their school, to ensure that the student remains in the most rigorous course of study while remaining A-G eligible and continuing to take AP courses, or staying enrolled in other special programs that are found on their comprehensive high school site. The goals of the center are (1) to ensure that students graduate from high school; (2) that they do not have another child while in high school; and, (3) that they go on to college or a career so they can support their child. One

District Childcare Center: Provide childcare services and parenting support for teen parents to ensure they not only graduate with a high school diploma, but that they are college and career ready. Located in a central location, all students are able to use the services provided by the Center, then attend any of the schools within the district. Transportation is provided from the student's home to the Center, then from the Center to their school, to ensure that the student remains in the most rigorous course of study while remaining A-G eligible and continuing to take AP courses, or staying enrolled in other special programs that are found on their comprehensive high school site. The goals of the center are (1) to ensure that students graduate from high school; (2) that they do not have another child while in high school; and, (3) that they go on to college or a career so they can support their child. One

District Childcare Center: Provide childcare services and parenting support for teen parents to ensure they not only graduate with a high school diploma, but that they are college and career ready. Located in a central location, all students are able to use the services provided by the Center, then attend any of the schools within the district. Transportation is provided from the student's home to the Center, then from the Center to their school, to ensure that the student remains in the most rigorous course of study while remaining A-G eligible and continuing to take AP courses, or staying enrolled in other special programs that are found on their comprehensive high school site. The goals of the center are (1) to ensure that students graduate from high school; (2) that they do not have another child while in high school; and, (3) that they go on to college or a career so they can support their child. One

<p>hundred percent of the participants of the Center are included in the Unduplicated Targeted Student count. Community involvement at holidays and throughout the year cements relationships between the teen parents and supportive adults, proving that it takes a village to raise a child.</p>	<p>hundred percent of the participants of the Center are included in the Unduplicated Targeted Student count. Community involvement at holidays and throughout the year cements relationships between the teen parents and supportive adults, proving that it takes a village to raise a child.</p>	<p>hundred percent of the participants of the Center are included in the Unduplicated Targeted Student count. Community involvement at holidays and throughout the year cements relationships between the teen parents and supportive adults, proving that it takes a village to raise a child.</p>
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$150,725	\$153,740	\$156,814
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$52,754	\$103,809	\$104,038
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$23,596	\$43,596	\$43,596
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$17,911	\$37,911	\$37,911
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Transportation for student and their child to school and daycare as they are not allowed to ride traditional school bus	Services and Other Operating Expenses; Transportation for student and their child to school and daycare as they are not allowed to ride traditional school bus	Services and Other Operating Expenses; Transportation for student and their child to school and daycare as they are not allowed to ride traditional school bus

**Action 13**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Proactive Student Identification: Cumulative Records Review of At-Risk Students when entering district for 9th grade in order to provide targeted support in a timely and proactive manner

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Proactive Student Identification: Cumulative Records Review of At-Risk Students when entering district for 9th grade in order to provide targeted support in a timely and proactive manner

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Proactive Student Identification: Cumulative Records Review of At-Risk Students when entering district for 9th grade in order to provide targeted support in a timely and proactive manner

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$32,066	\$22,707	\$22,707
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$7,966	\$4,108	\$4,108
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Student Well-Being Counselor: 2 FTE in district to support students' socio-emotional growth and supervise school social work interns serving the mental health needs of students throughout the district. Additionally, professional development will be continually provided for the crisis team and other personnel throughout the district to ensure that all students are provided with a strong safety net, regardless of the issues or situations they may be facing.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Student Well-Being Program: 2 FTE for Social Worker Counselors in district to support students socio-emotional growth and supervise school social work interns serving the mental health needs of students throughout the district. Additionally, professional development will be continually provided for the crisis team and other personnel throughout the district to ensure that all students are provided with a strong safety net, regardless of the issues or situations they may be facing. Threat assessment, internal and external through Dr. Tao, when needed, to ensure a safe and secure environment for learning.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Student Well-Being Program: 2 FTE for Social Worker Counselors in district to support students socio-emotional growth and supervise school social work interns serving the mental health needs of students throughout the district. Additionally, professional development will be continually provided for the crisis team and other personnel throughout the district to ensure that all students are provided with a strong safety net, regardless of the issues or situations they may be facing. Threat assessment, internal and external through Dr. Tao, when needed, to ensure a safe and secure environment for learning.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$300,590	\$306,602	\$312,734

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$78,153	\$99,716	\$101,310
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$15,000	\$25,000	\$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$10,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Software (Confidential Social Worker Recording Software)	Services and Other Operating Expenses; Software (Confidential Social Worker Recording Software)	Services and Other Operating Expenses; Software (Confidential Social Worker Recording Software)
Amount	\$25,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Conferences and Professional Learning Experiences	Services and Other Operating Expenses; Conferences and Professional Learning Experiences	Services and Other Operating Expenses; Conferences and Professional Learning Experiences
Amount	\$0	\$30,000	\$30,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; External Consultant Threat Assessment	Services and Other Operating Expenses; External Consultant Threat Assessment
Amount	\$0	\$15,000	\$15,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; Homeless Support	Services and Other Operating Expenses; Homeless Support

**Action 15**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Maintain three school nurses to better serve our students' health needs

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Maintain three school nurses to better serve our students' health needs

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Maintain three school nurses to better serve our students' health needs

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$185,500	\$230,116	\$230,116
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$51,940	\$99,786	\$99,786
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 16**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
504 Student Support: Ensure all students receive all the support required to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socioeconomic parents were aware of the options to support their students that were available through 504 plans. A comprehensive needs assessment, followed by training and implementation of recommendations.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
504 Student Support: Ensure all students receive all the support required to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socioeconomic parents were aware of the options to support their students that were available through 504 plans. A comprehensive needs assessment, followed by training and implementation of recommendations.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
504 Student Support: Ensure all students receive all the support required to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socioeconomic parents were aware of the options to support their students that were available through 504 plans. A comprehensive needs assessment, followed by training and implementation of recommendations.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$12,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Training	Services and Other Operating Expenses	Services and Other Operating Expenses

Amount	\$8,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

**Action 17**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Implement research based school-wide positive behavioral support systems and restorative justice programs aimed at decreasing non-mandatory suspension rates for identified groups of students, lowering the non-mandatory expulsion rate, and increasing the percentage of students indicating that they feel safe and connected with their school. Utilizing dogs to ensure that sites remain drug free, while providing a multitude of services and surveys to ensure that WUSHD meets students' needs and provides positive support for healthy choices in their future.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Implement research based school-wide positive behavioral support systems and restorative justice programs aimed at decreasing non-mandatory suspension rates for identified groups of students, lowering the non-mandatory expulsion rate, and increasing the percentage of students indicating that they feel safe and connected with their school. Utilizing dogs to ensure that sites remain drug free, while providing a multitude of services and surveys to ensure that WUSHD meets students' needs and provides positive support for healthy choices in their future.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Implement research based school-wide positive behavioral support systems and restorative justice programs aimed at decreasing non-mandatory suspension rates for identified groups of students, lowering the non-mandatory expulsion rate, and increasing the percentage of students indicating that they feel safe and connected with their school. Utilizing dogs to ensure that sites remain drug free, while providing a multitude of services and surveys to ensure that WUSHD meets students' needs and provides positive support for healthy choices in their future.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$12,000	\$6,000	\$6,000

Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; subs	Certificated Salaries; subs	Certificated Salaries; subs
Amount	\$0	\$540	\$540
Source		LCFF	LCFF
Budget Reference		Employee Benefits; Sub Benefits	Employee Benefits; Sub Benefits
Amount	\$15,000	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$22,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 18**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Schools: Comprehensive High Schools

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Freshman Support: (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade students. This mentor program develops strong relationships between incoming students and a supportive student leader who guides and supports the freshman, ensuring a successful transition to high school. (2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade students to attend school and meet their teachers. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school. Each 9th grade student is encouraged to sign up for at least two co-curricular programs that will connect them to the school beyond the required academics (3) Academic Mentors, or upper classmen

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Freshman Support: (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade students. This mentor program develops strong relationships between incoming students and a supportive student leader who guides and supports the freshman, ensuring a successful transition to high school. (2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade students to attend school and meet their teachers. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school. Each 9th grade student is encouraged to sign up for at least two co-curricular programs that will connect them to the school beyond the required academics (3) Academic Mentors, or upper classmen

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Freshman Support: (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade students. This mentor program develops strong relationships between incoming students and a supportive student leader who guides and supports the freshman, ensuring a successful transition to high school. (2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade students to attend school and meet their teachers. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school. Each 9th grade student is encouraged to sign up for at least two co-curricular programs that will connect them to the school beyond the required academics (3) Academic Mentors, or upper classmen

who have demonstrated strong academic and personal connections to students in need of support, assist these students throughout the year in their classes.	who have demonstrated strong academic and personal connections to students in need of support, assist these students throughout the year in their classes. Two schools (WHS & CHS) each added an additional period of release for development of their Academic Mentor Program.	who have demonstrated strong academic and personal connections to students in need of support, assist these students throughout the year in their classes. Two schools (WHS & CHS) each added an additional period of release for development of their Academic Mentor Program.
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$15,000	\$64,512	\$64,512
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$15,000	\$15,300	\$15,300
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$9,084	\$26,504	\$26,504
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$10,000	\$26,000	\$26,000
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies
Amount	\$10,000	\$6,000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

**Action 19**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Attendance Caller to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education to a live person

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Attendance Caller to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education to a live person

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Attendance Caller to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education to a live person

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$9,703	\$20,742	\$20,742
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries	Classified Salaries
Amount	\$3,077	\$7,052	\$7,052
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$23,024,812

Percentage to Increase or Improve Services:

22.07%

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

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

The \$23,024,812 funding targeted for unduplicated students (LCFF Supplemental and Concentration funding) increases the quantity and quality of services provided, with a proportionality percentage of 22.07% (as calculated by LACOE LCFF Analysis in 5/18). Many of the services remained the same as the effective 2017/18 LCAP, with an increase in quality and quantity, due to the additional \$3,324,155 in 2018/19 funding over the previous year's funding, including:

- Improving the sections of parallel support courses for English Learners and ED students at different sites. We have found that getting students back on track as soon as possible results in higher graduation rates and A-G rates. These additional support sections ensure English Learners and at-risk foster and ED students master content the first time they take the course, thus enabling them to progress to more advanced coursework during their four years in high school. Guided Study comprises some of the sections for the low-income and foster ninth and tenth grade at-risk students at all sites. Guided Study are sections of support programs particularly students' freshman year, and occasionally beyond, that provide continued intensive support and monitoring through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that the students stay on-track provides a solid foundation for students' ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income and foster students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn. One of the schools (LS) will be adding Guided Study for some of their ninth grade EL students in the 2018/19 school year.
- The expanded use of after-school courses during second semester for those classes that students received a D or an F in during first semester; thus, students ended the year completing the course and not behind in credits or course completion. This concept was piloted at two schools during this past year in English and Social Science with positive results. This meets the philosophy of completing the courses sooner rather than later so students can have more of their schedule open for advanced coursework.
- An online course provider service for credit recovery was piloted in the 2017/18 school year at an alternative school; however, it was not offered at any of the comprehensive high schools. MOUs and protocols have been developed to ensure the integrity of the WUSHD courses, with the requirement of passing WUHSD Common Assessment before passing a course.

Per our mantra of doing "*Whatever it Takes*" to ensure success for all students, we have been providing services to students who struggled since 2005. While we identified our target group as students in need during this time period, and not the specific unduplicated student group, it was noted that, in essence, we had been providing services to the same group. Starting with the current students in need, and not necessarily focusing on the unduplicated student group, resulted in a very similar outcome with over 94% of the students identifying as

English Learners, foster youth, or low-income students. While the majority of the services and programs are primarily directed to the needs of the 72.6% unduplicated students, there are some expenditures of the Targeted Student Funding (concentration and supplemental funds) that are either districtwide and/or schoolwide. We strongly believe that to not provide these services in a global manner (1) would be disruptive to the educational process; (2) would not be feasible, given the service or the program; or, (3) would be unethical or immoral. And, as stated earlier, over 94% of the student recipients of the services funded with S&C dollars are in the unduplicated student group.

Following is the breakdown of the percentage of unduplicated students by school site for the past two years, noting the upward trend in unduplicated students (primarily due to an increase in low-income students during 2017/18 school year):

Unduplicated Percentage	13/14	14/15	15/16	16/17	17/18
WUHSD	69.7%	69.1%	69.1%	69.6%	72.6%
California HS	74%	76%	73%	75%	76%
La Serna HS	45%	45%	46%	48%	52%
Pioneer HS	84%	85%	86%	86%	90%
Santa Fe HS	74%	73%	73%	74%	77%
Whittier HS	77%	77%	76%	74%	76%
Frontier HS	85%	80%	84%	80%	90%
Sierra Vista HS	71%	62%	62%	68%	65%
Transitions	81%	21%	82%	79%	90%
<b>District Trend Data: Changes in Unduplicated Group Size over Time</b>					
District EL %	10%	9%	9%	9%	9%
District EconDis%	69%	68%	68%	68%	72%

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

Goal 2: Action 5, Action 6, Action 10, Action 11

Goal 3: Action 5

Goal 4: Action 1, Action 3, Action 5, Action 6, Action 7, Action 9, Action 10, Action 19

	Service	Targeted Group(s)	Description
2.5	Sections for credit recovery, socio-emotional and parallel academic support within	ED	Additional sections at each site provide credit recovery and parallel academic courses, along with socio-emotional support to ensure economically disadvantaged students do not fall behind in credits, despite challenges they may face outside of the school hours. Guided Study courses comprise nearly forty of the sections (or 31% of the sections) for the low-income at-risk students

	Service	Targeted Group(s)	Description
	school day		<p>at all sites. Guided Study is a support program that serves primarily freshman and sophomores, providing continued intensive support and monitoring of students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Many of the low-income students come into high school with gaps in their background knowledge and lacking the study skills necessary for success in academic courses. The Guided Study teacher connects with all of the teachers that each student has throughout the day to ensure that they are on-track with homework, class assignments, and tests so that they have a solid foundation for their ninth and tenth grade years.</p> <p>Then, by connecting with their Academic Mentor and Guided Student teacher, students have someone who can not only help them academically, but also with other issues they face in their daily life. Students see peers serving as Academic Mentors and they can visualize themselves being Academic Mentors in the future, supporting other targeted students in the classroom to ensure they master academic content, as well as listening to any troubles they are having coming to school or other issues they are having in their life. Closer relationships between the students, their peer mentors, and their teachers results in stronger connections to school and better performance in classes.</p> <p>When conducting longitudinal analyses as to where these high-risk students were four years after attending Guided Study classes as freshman in 2014, only 3 students out of 362 were not in an educational setting, or .8% dropout. While there were 23 students (6.4%) regularly attending alternative education and 17 students (4.7%) attending comprehensive high schools outside of the district, the remaining 319 originally high-risk students (88.1%) who entered the district in the fall of 2014 were on-track to graduate from one of the district's comprehensive high schools.</p> <p>Other support courses for economically disadvantaged students who passed Algebra 1-College Prep (with a low C) include Concept Geometry for tenth grade students. This course provides a bridge between Algebra and Geometry, giving students an additional year to gain a deeper mastery of the concepts of Algebra and prepare for Geometry the following year, putting them back on the A-G track. These smaller courses ensure students are ready to not only succeed in Geometry, but also in Algebra 2 the following year.</p> <p>Other sections for at-risk economically disadvantaged students who are struggling even more are parallel math courses for students in Algebra I. These cover the same concepts at the same time, but in a different way during another period of the day so the student does not fail Algebra I.</p> <p>We have found that these sections of Guided Study, parallel Algebra 1, and other smaller support classes in the ninth grade ease the transition to high school for the low-income high-risk students, thus, lowering the dropout rates and connecting students to school. WUHSD does not experience the loss of students</p>

	Service	Targeted Group(s)	Description
			between eighth and ninth grade that research finds in many districts. For a high school district, with students coming in from five partner elementary school districts, the deliberate connections made in these courses helps guarantee that students continue to come to school. Students want to come to school, as you can see by our <a href="#">improved attendance rates</a> . Once at school, students can then learn. (136 additional support sections districtwide).
2.6	Additional EL Support Sections	EL	Additional sections at each site for SDAIE & ELD provide support to ensure success for English Learners in academic core courses. These courses may be parallel support classes, as well as lower class sizes in other coursework so EL students get more personalized and individual attention. A parallel course in ninth grade (and occasionally tenth grade) at two sites is Academic English Development (ALD). This course assists English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills. There are other courses with more than 40% English Learners that sites intentionally keep smaller so that additional time can be spent on academic vocabulary, more peer interactions, and time to review concepts in different ways so that true understanding and mastery occurs. (127 total EL support sections in district)
2.10	Support and Training of Academic Mentors	ED & EL	Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting at-risk students within the classroom, as well as when to contact the teacher regarding any issue that is beyond their capacity. Academic Mentors are placed into classes with high numbers of English Learners or at-risk students (often low-income) – the sections they work in are typically the ones mentioned above in 2.5 and 2.6. Much care is taken in matching Academic Mentors to both the teacher and the class. Bilingual Mentors are often placed in classes with English Learners, allowing EL students the comfort and space to communicate with someone at the school in an easy tone, before the Mentor brings them back to work on academics. The use of Academic Mentors has proven to be highly effective, not only from surveys of students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program. All of these concurred, finding that positive motivation and engagement on the part of the student, along with academic gains. Students commented that when they saw Academic Mentors from their neighborhood they realized that they too could be successful in high school.
2.11	Professional Development for teaching EL, ED, & Foster students	EL, foster, ED	Supplemental Professional Development outside of the district is utilized for learning best instructional practices for teaching targeted students in all content areas (including Visual and Performing Arts and Physical Education). Strategies are learned at outside conferences or workshops and then shared with other teachers in the district.

	Service	Targeted Group(s)	Description
3.5	Advanced Placement Testing	ED	<p>WUHSD supports low-income students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Schools will provide low-income students with additional study materials, specifically designed to prepare for AP tests, where students lack the background experiences that are often capitalized upon on these forms of standardized exams.</p> <p>Note: Because of changes to ESSA, 2017/18 was expected to be only the transition year with federal and state programs; however, there is not a program yet in place to cover the balance other than the \$32 reduction from College Board. WUHSD will still support low-income students by covering what state and federal programs would typically cover for these students (\$53), until they work this out. WUHSD will continue to charge the low-income students only \$5 for all the tests they take</p>
4.1	District Categorical Office	EL	<p>WUHSD District Categorical Office supports English Learner students and their families, providing professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English. DELAC Meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving as a strong planning committee for providing services to the parents of other English Learners throughout the district.</p>
4.3	Horizon's Office (EL Support Office)	EL	<p>Funding Horizon's Office at each comprehensive high school site with Categorical Director, Assistant, and Bilingual Specialist allows these offices to serve English Learners by facilitating and monitoring their progress. Other services provided out of this office for students and families include tutoring, college field trips, and parent workshops. Services provided out of this office for staff include professional development and conferences to increase their effectiveness and proficiency in working with English Learners. English Learner Advisory Council (ELAC) Meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving as a strong planning committee for providing services to the parents of other English Learners throughout the school.</p>
4.5	Intervention Counselor: Foster	Foster Youth	<p>.25 Targeted Counselor per site addresses the unique needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. These counselors closely monitor all foster students' school enrollments and transfers to see if they qualify for AB167/216, and the impact on the credits/courses needed for graduation. They develop a relationship with the Transition Social Worker who supports the foster students in their transition to</p>

	Service	Targeted Group(s)	Description
			college or career after they turn 18, making sure they receive all of the support, financial and emotional, needed to be successful in high school and beyond.
4.6	Intervention Counselor: Econ Disadvantaged	ED	.25 Targeted Counselor per site addresses needs of Low Income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. They make sure that the students attend tutoring and make up any credits needed so they are not only on-track to graduate, but are also A-G eligible when they do graduate. This counselor gets to know the students well, ensuring that if they are, or were homeless, that they are provided with all of the additional resources available due to that status, and evaluates their transcript to see if they are eligible for AB 1806. Additional hours provided at WHS (out of site allocation) provide additional services to Guided Study Classes in the afternoon. Additional hours provided at PHS (out of site allocation) provide additional services to support EL students in the afternoon. Additional hours at SFHS (out of site allocation) focus on ninth grade students who are off target for graduation with the goal of improving D/F rates during their freshman year.
4.7	EL Bus	EL	Transportation: Provide a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district, along with after-school buses for low-income and EL students so they can attend after-school tutoring programs at four high schools. There previously was not a late bus available.
4.9	Books (college) and Supplies	ED	Provide books & supplies to students in need to support engagement in coursework and academic success. Support is available in different locations on the comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their HS site. Rio Hondo offers two courses each term on all school sites at no cost, but does not pay for books. WUHSD pays for the book so students exit high school with college credits, providing them with a belief they can succeed in college and, often times, preferential enrollment times when they graduate and go to college, due to their credit status. Books are traded among schools sites when the courses are offered at different locations.
4.10	Field Experiences:	EL, foster, ED	Field experiences for EL, foster, and ED students and their parents (e.g., college trips, cultural events). Suggested by DELAC, educational and cultural events will be planned together so student and parent will be able to attend together. (Previously, only the student attended these events)
4.19	Attendance Caller	EL	Attendance Caller to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education

	Service	Targeted Group(s)	Description
			to a live person. Attendance caller action is only at <a href="#">Santa Fe HS</a> , which traditionally has the highest attendance rate in the district

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

Goal 1: Action 2, Action 3, Action 4, Action 8, Action 9, Action 10, Action 11

Goal 2: Action 3, Action 4, Action 8, Action 9, Action 12, Action 13

Goal 3: Action 1, Action 2, Action 3, Action 4

Goal 4: Action 11, Action 12, Action 13, Action 14, Action 15, Action 16, Action 17, Action 18

Following are the districtwide services and the manner in which it is principally directed to and effective in meeting the goals for unduplicated targeted students in state and local priorities:

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
1.2	Maintain academic and career counseling services	District	<p>All students receive appropriate academic support to help ensure school, college, and career success. To safeguard that students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school, counseling services are proactive throughout the four years that a student is in Whittier Union. The services are primarily directed towards ED, EL, and foster students, beginning before a student even enters WUHSD, with counselors contacting middle schools to obtain information regarding students' personal and home life that could potentially impact their academic success. Through <i>Campus Watch</i>, freshmen receive personalized attention and appropriate placement in support programs and coursework. This collaborative effort between middle schools and high schools results in a coordinated support network for students who face personal challenges, such as a serious illness, accidents, divorce, death or other major personal events. Critical dialogue between high school and middle school support personnel ensures that all students who face personal challenges are immediately connected to adults on each campus in whom they can confide and trust to provide them with the personal support they need. Additionally, review of cumulative records in the summer before ninth grade allows staff to identify students in need of additional support and care, making sure that no student falls through the cracks.</p> <p>Research has shown that transition-to-high-school programs can lower dropout rates of ninth grade students up to 16%. We are proud that our <a href="#">Cohort Dropout Rate</a> is far below that. Strong transition programs not only include the peer-to-peer programs mentioned in Freshman support programs below, but also include clear parent communication and involvement, along with specialized support – both arising out of the WUHSD counseling office. In order to provide these services, with a low student-to-adult counselor ratio, LCFF S&amp;C funds were utilized. At a time</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			<p>when these services were being cut and being replaced with Guidance Technicians in surrounding districts, the decision was made that these services were critical to meet the needs of the English Learners, foster youth, and ED students. The value to these students in keeping them in high school, ensuring that they graduate from high school, and that they graduate from high school completing a-g requirements meant that they would have options after graduation from high school year. This is the epitome of WUHSD's mission of doing <i>Whatever it Takes</i> and is considered key to most of the state's priorities.</p> <p>While a specialized half-time counselor was added at each site to the address unique needs of both the foster and ED students, this was in addition to, not instead of, the academic and career counseling services. Other options considered did not provide the high-quality professional counseling services that address the high needs expressed by 74% of our students. The outcomes demonstrate the level of success [e.g., drop-out rate (5.0%, over 6% lower than the state and county rates); high school graduation (97%), college enrollment (88%)]. While the services are primarily directed towards the targeted students, others still benefit. Providing these services only to targeted students, and leaving the other 26% outside the door would be disruptive to the educational environment and unethical.</p>
1.3	Increase Course Access by increasing staffing by additional .5 students	District	<p>In 2014, to ensure that all students have access to a wide variety of courses, the increased base staffing was supplemented by an additional ½ student (general fund was 30.5 to 1, with the supplemental ½ student added on top) This ensured that the wide variety of Advanced Placement, other advanced coursework, along with support courses remained open at all sites. These courses are open to all students at the school and the demographics of the courses reflect the demographics of the school site, unlike the additional support courses mentioned elsewhere in the plan that are added with S&amp;C funds that primarily serve targeted students. This service ensures that targeted students (English Learner, foster, and ED) are going to have access to courses that will enrich and stretch them. Often the focus is on developing the structures and providing the support for students to obtain mastery of the standards; however, we want to ensure that students receive that caring and gentle push throughout their high school career. Through the addition of smaller AP and honors courses we are able to honor language diversity as an asset in AP Spanish Language for our English Language Learners and introduce other students to honors coursework for the first time. The analysis of data from eighth grade assessment scores and dialogue through articulation begins the process to lift up students. Without the ability to tend to students in a variety of classes with enrollments under 35 students, many unduplicated</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			<p>students would not have the opportunity to experience the more rigorous curricular option.</p> <p>Note: AP Spanish Language has the largest enrollment and greatest number of AP tests taken in the district with a high percentage of Ever English Learners enrolled in the class</p>
1.4	Summer Professional Learning and Best Practices	District	<p>Summer Professional Learning includes one week devoted to each core content area: English, Math, Science, Social Science, and World Language. [Example: During English Week, Summer Professional Learning has course tables for English 1, English 2, English 3, and English 4] This time allows for a few nuggets of new learning – one of which is always strategies for increasing the achievement of English Learners in the classroom and another is often filling in the background knowledge of ED students – and then the application of that new learning to the revision of common assessments and pacing guides, as well as the sharing of lessons and other means of applying the new knowledge in the classroom. Teachers (course lead +1 from each site) also review student performance data on both internal and external assessments (e.g., PSAT), refine common pacing guides and assessments, identify challenging topics, either due to language fluency, processing difficulties, gaps in background knowledge, or other factors; and share targeted strategies to address these issues, in preparation for the upcoming school year. These teacher representatives then take the knowledge from these days to share with their colleagues at their sites.</p> <p>One Special Education representative participates at each course table in both Summer Professional Learning and Best Practices throughout the year. This SpEd content representative not only shares additional supports for mainstreamed and general education students (e.g. UDL), but they also take the completed assessment to their Moderate Severe course-alike district group for a few more modifications (i.e., fewer answer choices, shorter question stems, etc.) so that all students are receiving the same assessment. These assessments define the parameters the curriculum on one hand, as well as identify areas of students' needs.</p> <p>Using the students' results on common assessments to spark dialogue among teachers regarding supports for students, re-testing, and spiraling of questions has led to consistent growth in multiple measures, including <a href="#">On-Target Rates</a>, <a href="#">Cohort Graduation Rates</a>, GPAs, as well as narrowing the gap between subgroups. Disaggregation of student results identifies concepts that students are not mastering. Together, teachers break down the learning process to identify where and why the student(s) is struggling, then how they can possibly teach it differently than before so they might understand it better.</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			<p>Strategies are shared, discussed, and developed to meet the need. Resources are shared on the District's Google Drive or in a shared Google Classroom, allowing all teachers to both share and access resources. With this professional learning model, the continued growth of teachers and administrators leads to increased knowledge and consistent application of the curriculum across the district. Thus, the primary outcome of this model is the continued growth of teachers and students through the collective monitoring and shared accountability of student progress, the sharing of best instructional and curricular practices, and the focus on strategies that support all students, particularly those who are not meeting standards.</p> <p>Experienced district staff coordinate Professional Learning in a cohesive manner, providing timely and differentiated assistance and developing lateral networks of support between school sites; thus, raising expectations and support simultaneously. This is the same process that goes on throughout the year at Best Practices, only it is one course at a time at the District for one day analyzing the past Quarterly assessment, examining the strengths and areas of needed growth displayed by the students, looking forward to the next exam/quarter, and sharing what might be done to improve student learning in that time frame. Collaborative decisions are made regarding changes on past and future assessments, along with areas of focus for the group.</p> <p>Note that this focus on the improving outcomes for students who are often underperforming (English Learners, foster youth, and low-income student) begins with looking at assessments. This is simply where WUHSD enters the cycle of improvement and the vantage point from whence we collaboratively drive change – it is not our only stop.</p>
1.8	Leadership Development	District	<p>Leadership Development for Course Leads and Department Chairs on mentoring and coaching certificated staff and training to support effective teaching and learning, particularly for the targeted students who are underachieving. Collaboration is a non-negotiable in our district, yet, few teachers have the background or innate skills to adroitly lead their peers in true collaboration when a storm appears on the horizon or a shark appears in the waters. Leadership development work focuses on how to lead a group of your peers to look at disaggregated data and then use it to improve classroom instruction and student learning, without making anyone feel uncomfortable. By focusing on the results of English Learner students or economically disadvantaged students in comparison with other students on an assessment, areas of needed growth come to the forefront so that those teachers with "Best Practices" in this area, or those whose students performed better than others, can share them with others. Through the development of these instructional leaders, colleagues are</p>

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			able to guide one another through this sensitive territory so that teachers are open to learning new practices from one another and trying new strategies in the classroom, facilitating the success of all students, regardless of their challenges. It is the personal leadership development in how to handle those difficult moments when sharing practices that allows all teachers to improve their pedagogy for the unduplicated student groups, positively promoting one another and not feeling trod upon when their results are not exemplary. Building individual, social, and decisional capital throughout the organization is critical for the academic success of English Learners, foster youth, and economically disadvantaged students. Pii and Leana (2009) found that horizontal ties, or the number and strength of ties within teams of teachers and the strength of those ties, had a significant impact on teacher ability and student performance. The Course Lead has direct bearing on the health of the team's horizontal ties.
1.9	Data Leads	District (one at each site)	Each Site has a Data Lead with additional hours each month. The role of the Data Lead is to monitor the effectiveness of the services and actions funded through LCFF Supplemental and Concentration Funds for English Learners, foster youth, and economically disadvantaged students. They then provide the data to the groups of decision makers on the campus so they can monitor and evaluate the continued provision of that service, or determine if that service needs to be modified in any way. Data Leads meet together three times each year to learn from one another and ensure they are doing their job in the most effective and efficient manner possible. Before each of the three LCAP Taskforces, a meeting with 12-15 stakeholders from each site focused on the evaluation of actions and services, Data Leads collect up-to-the minute data on the site's actions and services that can be used to inform the dialogue on the day of the Taskforce, linking the data to Google docs so that longitudinal data can be explored throughout the day. The final meeting of the year includes discussions of the Annual Report, incorporating perspectives from different vantage points to ensure an accurate portrayal of the current situation.
1.10	EL Parent Education	District: EL	WUHSJ joined a consortia with our five partner elementary school districts to provide services and workshops to the parents of English Learners in order to engage them in the educational process of their child/children and to assist them in understanding the high school and post-secondary requirements. The workshops are held in the community in the evening in Spanish.
1.11	Community Liaison	District	The district has one Community Liaison who solicits input and feedback from several community groups and individuals regarding district activities and operations. The Liaison also interacts with the students and

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			other stakeholders on a regular basis, developing relationships and encouraging participation with stakeholders who normally would not participate in the LCAP process. The Liaison communicates current district initiatives throughout the area, inquiring about their thoughts on the services and actions provided to unduplicated students (English Learners, foster youth, and low-income students) and any suggestions for improvements.
2.3	Credit-Recovery Summer School	District	We dramatically cut back on our summer school sections in 2017 because of a partnership with Mt San Antonio Community College who funded 96 sections of summer school through their SSSP program (CA Community College's Student Success and Support Program). WUHSD funded summer school sections that we wanted to keep small so as to provide a more nurturing welcome to high school for those students needing skill building (ED) or work on language proficiency (EL). This year, the number of classes offered through S&C funds for ED & EL students should be under 30, compared to the 132 offered through Mt SAC. Providing increased sections to meet the needs of the 89% of targeted students who enrolled in summer school ensures equitable opportunities are available on all school sites. If we waited until we were able to tabulate the percentage of unduplicated students available for summer school, it would be too late to offer summer school and the opportunity would be lost; thus, the situation would be too disruptive to the educational process. We are fortunate to have Mt SAC on all five sites to support our students' credit recovery and enrichment, providing students with the ability to take even more courses throughout the upcoming school year.
2.4	After-School Courses to support	District	<p>After-School Courses support targeted students' credit and A-G recovery (especially low-income students in the targeted group) When reviewing the rosters of the students who were in need of, and enrolled in, the after-school courses at the two sites offering this opportunity, 87% of the students were economically disadvantaged, 2% foster, and 1% English Learners.</p> <p>English was offered second semester on one site to those students who failed first semester and English and Social Science was offered on another site to those students who got D/F first semester.</p> <p>Repeating the first semester before the second semester is completed ensured that the student will end the year with the course and credits on target. The students will keep a slot in their schedule open for advanced coursework, or other preferences. Making up D/F as soon as possible does not give students time to think that it is not possible and keeps them thinking positive thoughts about their future. In the past, there were other</p>

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			courses offered after school for credit recovery; however, a more strategic plan may have greater results in the long run. Parallel courses are run during the school day for Math, as we have found that daily instruction was needed at the same time as the primary course to ensure passing both courses at the end of the semester.
2.8	Extended Media Center hours with tech and tutoring	Schoolwide	<p>Within the Media Centers on each site, computer printers and ink are available to students who do not have access to internet and ink at home to complete assignments. From the LCAP Student Survey last year, we found that at home, many students needed ink to print more than the actual internet; however, more and more teachers are moving over to Google classroom. Because of these needed services for our low-income students, our Media Centers have extended their hours into the early evening. A late bus and supper program has been added at four of the comprehensive high schools whose free and reduced lunch percentage is high enough to qualify. Depending on the campus, tutoring services are provided in the Media Center by either teachers, college students, or peer mentors. This past year, tutoring has become more targeted to specific subjects and not simply an open study hall, resulting in increased grades and student re-testing during tutoring, instead of other designated times throughout the school day or on Saturday (as it was in the past). Analyzing rosters for tutoring demonstrated 86% targeted students, primarily ED (low-income). Very few English Learners attended tutoring, with parents stating at the District LCAP Advisory that their students had other obligations after school and that time did not work for them. EL parents wanted support for their students during the school day, thus the additional EL sections (2.6) and training of Academic Mentors (2.10).</p>
2.9	Technology & Technological services and programs to engage students and provide them with additional support and access to the content (including on-line course provider for credit recovery)	District	<p>As courses and assessments move to a more technologically-based format in both high school and college, students need to be well-versed in the medium. The purchase of technological devices and accompanying carts/furniture make certain students have access to all forms of content to fully prepare them for college and career, particularly students who do not have access to these devices at home. Technology on the sites has increased, with schools nearing or surpassing one-to-one. Replacement plans need to be phased in as many of the district devices are Chromebooks which have surpassed their three years lifespan.</p> <p>Surprisingly, while students may be fluent in social media, they may not be quite so adroit in their use of technology for academic purposes, particularly targeted students who often have not had enriched experiences over time with a variety of devices. Conscious of the technological literacy gap, teachers provide students with a myriad of experiences and assignments traversing along SAMR from Substitution, to</p>

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			Augmentation, to Modification, to Redefinition. The purchase of an online credit recovery system will be a flat annual cost for the district, as are other technological service subscriptions. Students who are behind in credits in need of the online credit recover consist of 91% unduplicated students. The online credit recovery service is just one example of the other technological services and programs that support students in gaining a deeper understanding of content (e.g., Turn-it-In, California Streaming, Cyber High, NoRedInk)
2.12	College and CTE Supporting Pathways: Naviance add-ons, Puente, CTE Academies, Four-Year Plans and University Visits	District	College and Career Pathways: In order to engage students in their current educational pursuit and prepare them for college and career, interaction with potential careers is done through a variety of methods (e.g. Naviance add-ons, hands-on experiences, or course sequences in academies). Support of struggling students in these different exploratory experiences varies from clerk positions who provide additional tutoring and while uploading assignments and PSAT score in Naviance and/or Road trip Nation for career exploration, all depending upon the school site. CTE Pathways are expanded on sites into academies, which by natures, have to first enroll ED, foster, and EL students and with support of ROP, sites now all have the basic core of Naviance, with sites purchasing some add-ons to more fully engage students. Clerks facilitate completion of CTE sequences on sites through the analysis of gaps and tutoring of students in areas in need. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal of enrollment in a four-year college upon graduation (CHS, LS, WHS).
2.13	VAPA Lead	District	One teacher has one release period to work on the LCAP goals aligned with Arts for All grant goals that includes engaging students with WUHSD schools and the Visual and Performing Arts Programs by facilitating the process to enhance and align current VAPA offerings and by expanding support to students and teachers. Alignment of VAPA courses has led to increasing A-G approvals on courses with anticipated higher recruitments in the future. Articulation with middle school and the community on art shows and web pages is designed to support more unduplicated students in gaining access to more VAPA courses at a higher level. The Arts for All Plan includes goals to increase EL percentages within the different Arts courses, with different forums designed for teachers to share strategies for effectively reaching increasingly diverse demographics within each course. A release period was required to do community outreach and to access teachers and students while they were still at the other sites. Improving teaching strategies to engage EL students in arts classes so that more than 2% of

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			ELs are enrolled in VAPA, compared to 9% of general enrollment is the goal of 2018/19.
3.1	Common Assessment Production and Support	District	<p>Provide interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of all students, particularly the under-performing students, ensuring that students, particularly EL, ED, and foster students are college and career ready when they graduate from WUHSD.</p> <p>Assessments are the vehicle used to communicate change and levels of support throughout the district. Areas in need of additional support are identified through the use of assessments, with supports shared with parallel courses and tutors to assist in raising students to mastery level.</p>
3.2	Intervention Specialist Release Periods	District	The Intervention Specialist is a teacher who has two release periods to analyze data and provide support and information to personnel on the site to ensure that students are provided with time and support to achieve academic success. While the two release periods are offered at each site, the work of the Intervention Specialist is focused on the unduplicated students and ensuring that the gap, if there is one, is closing at each grading term. Other data, besides grades, is used, depending upon site.
3.3	Coordinator and Coaches	District	<p>The Coordinator of Curriculum Assessment and seven Coaches, who are teachers with additional monthly hours, facilitate collaboration and analyses of common assessment data and the development of strong, interdependent teams to support strong student achievement for all students, particularly the underperforming students among the unduplicated targeted groups, ensuring that they are college and career ready when they graduate from WUHSD.</p> <p>Coaches facilitate course-alike teams throughout the year and work with Course Leads to prepare them to work with their teams to best serve the unduplicated students in all their courses, highlighting gaps in performance so that teams can address these a classroom level, on a course level, and a department level. While building the capacity of the Course Lead and the organization, the students at all sites are best served. We have found this organic intervention method of serving unduplicated students within the classroom to be the most effective academically and the most time efficient so that students can move on to advanced coursework within the content area without having to repeat courses.</p> <p>While outside tutoring is still provided in addition to this, the first best instruction that addresses any gaps within the classroom the first time the student takes the course, as soon as possible, is the goal in all classrooms. Thus, common assessments, data analysis, sharing of best</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			<p>practices, and development and facilitation of course-alike teams by knowledgeable and skilled leaders results in teams of teachers who return to their individual classrooms and engage with students with a wide variety of background knowledge and skills, bringing them up to the next level of learning. In the analysis of assessment data, the English Learner data is disaggregated from other students' data to determine the differences: Where is the difference? What topics were covered there? How much is the difference? What strategies can be used (or were used) to minimize the difference? This discussion among colleagues has led to continued improvement over years.</p>
3.4	Course Leads	District	<p>Course Leads who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that all students groups are included in the analysis, often disaggregating one to compare to others. If it were not for Course Leads, not all students would be able to continue to improve due to their teachers' continual improvement in pedagogy, focused on closing the gap between English Learners, Economically Disadvantaged Students and the other students in the course. Course Leads provide opportunities for their team to analyze disaggregated data on the assessments, identify gaps, then find out who did a good job teaching that particular concept so they can share how they approached it in the classroom – what best practices for teaching did they have that contributed to improving student learning and mastery of standards for all students.</p> <p>Course Leads also work with their District and Site teams to identify students in need of intervention and the areas that intervention may be particularly needed for different students (e.g., English Learners). Early identification of students ensure that they master the content and pass the course so that they can access advanced coursework, thus meeting state and district goals. While Common Assessments communicate change and the levels of support throughout the district, it is the Course Lead in each course that provides the individual teacher with the support they need in the classroom to ensure that the change is actually implemented, with the frequent forums that lead to innovative student support strategies and pedagogical approaches for each topic or unit.</p> <p>Despite increases in the annual stipend up to \$2,144, this is still the most economical and effective method for driving change, and supporting both teachers and students that we have found. There are 115 Course Leads in the District. Five of them are Special Ed Course Leads who take the General Ed content and modify to take back to Moderate Severe teachers and classrooms, ensuring that all WUHSD students are receiving the same content in a manner that they can understand. Moderate Severe</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			<p>students are 94% ED. With at least four full-day Best Practices in the school year and full weeks of content in the summer, the learning to support English Learners and economically disadvantaged students is infused throughout these days, then passed along with a trainer-of-trainer model throughout the district so that all teachers are recipients of the knowledge and practices.</p> <p>At the team level, horizontal tie strength is a significant predictor of student improvement (Pill &amp; Leana, 2009). Among teachers on the team, the number of ties, the frequency and strength of interactions, and the closeness with other teachers on the team are all byproducts of how the Course Lead schedules and works with the team. The positive impact from horizontal tie strength on student performance, such as that developed on the teams by the Course Lead, was greatest on low SES students. We have seen the same. The social capital positively impacts low-income students' performance through the collective accountability assumed by teachers for all students – even if they never sit in their class.</p>
3.6	Prepare all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth, and eleventh grade	District	<p>In order to prepare all students to consider college as an option, we begin the conversations with students focused on college early, discussing PSAT results in ninth, tenth, and eleventh grade; thus, making it more likely that student may actually attend college. Students that particularly benefit from this are economically disadvantaged students who may not have thought of college as an option in their future. Research has shown that this early discussion and consideration of college due to PSAT assessments is one of the strongest indicators of future college-going behavior. Schools upload the PSAT results into Naviance, a software product purchased by ROP for all sites, to provide students with information about college and careers. Teachers use this information for classroom assignments as students explore different possibilities for their future that before they had not even imagined. Scholarships are also suggested through this program; thus, economically disadvantaged students are now not only talking about different colleges, but also beginning to actually see the possibility of attending college in their future.</p> <p>Data has shown that WUHSD students who take the PSAT more than once score higher on all three sections of the SAT when they take it in their junior and senior years of high school. Students taking PSAT twice scored 77 points higher on the Reading, 71 points higher on the Math, and 60 points higher on the Writing than WUHSD students who had not previously taken the PSAT (16/17 test). So, not only are WUHSD students thinking of themselves as college students more often, they are getting higher scores that will help them actually get there.</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
4.11	Media & Communication	District	Twenty-five percent of WUHSD students' home language is not English; therefore, it is important to use a wide variety of media communication that is translated into home languages (primarily Spanish at 22% of students' home language) to fully engage parents and families with their child's educational process, along with the WUHSD improvement process. Various forms of media communication and a consultant are used to develop and maintain a transparent process to educate parents/guardians about LCFF and the California Dashboard Accountability System. Some of the forms used include translated newspaper and media releases, email blasts, and other forms of media communications in parents' home language, as well as on web pages. Parents are welcomed in to the schools and district for LCAP Advisories to help shape future improvement efforts, with translations provided to all who attend. District LCAP Advisories are three times each year, with English Learner parents comprising over half of the attendees each time.
4.12	Childcare Center	District	The Childcare Center provides free childcare to WUHSD students, along with free transportation from home to the Center, and from the Center to their high school. This goals of the center are (1) to ensure that students graduate from high school; (2) that they do not have another child while in high school; and, (3) they go on to college or a career so they can support their child. One hundred percent of the participants of the Center are included in the Unduplicated Targeted Student count. All of the participants are Economically Disadvantaged, with 24% English Learners. Research has shown that education of the parent, with the prospect of a bright future, can break the cycle of teen pregnancy and dependence on others for financial support.
4.13	Cumulative Records Review	District	Proactive Student Identification: Cumulative Records Review of At-Risk Students when entering district for 9th grade in order to provide targeted support in a timely and proactive manner
4.14	Student Well-Being Program	District	Student Well-Being Program has expanded from the original 1 Social Worker to the current program of 2 FTEs of Social Worker/Counselors who support students' socio-emotional growth and supervise school social work interns serving the mental health needs of students on each site throughout the district. They form a team who provides professional development and training for the crisis team to other personnel throughout the district so that all students are provided with a strong safety net, regardless of the issues or situations they may be facing. The program also trains counselors and staff to conduct internal threat assessments, then, when needed pulls in the County SART Team, and when that is not enough, contacts Dr. Tao, to ensure a safe and secure environment for learning. The students that the Well-Being Counselors and the Interns

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			see throughout the day are the students who do not have insurance and those who are not comfortable accessing medical services offered at various clinics (e.g., English Learners). The program has expanded to also provide additional services to homeless and foster students seeking emotional support, counseling, and, at times, emergency shelter.
4.15	Three school nurses	District	The district maintains three school nurses to better serve our students' health needs, particularly our low-income students and those students who are reluctant to go to the doctor for formalized health care. While the three nurses have regular rotating schedules, they also respond to calls from the different sites when student(s) are in need. When the local hospital changed their policies and no longer provided the mobile clinic to our school sites, these nurses provided an important intermediary step for many of the low-income students who have no other access to health care and had depended on CareForce One in the past (Mobile Clinic).
4.16	504 Student Support	District	WUHSD ensures all students receive the requisite support to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socioeconomic parents were aware of the options to support their students available through 504 plans. A comprehensive needs assessment was conducted in 2016/17 and training began, with some resistance to changing roles as we implemented the recommendations of the outside consultants. This past year clarified roles and ensured that everyone was comfortable in those roles – and did they work as they should or do we need to change anything or provide any additional support. While the service was offered to all students, it was primarily English Learners and low-income students who were “new users” benefitting from this training and the new implementation program. Continued reinforcement of the new roles is necessary to ensure they become institutionalized, along with a few changes as we “work out the kinks” in the plan.
4.18	Freshman Supports	Schoolwide	Freshman Support: (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade students. This mentor program develops strong relationships between incoming students and a supportive student leader who guides and supports the freshman, ensuring a successful transition to high school.  (2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade students to attend school and meet their teachers and learn their way around the campus, so they know how to get from one class to the next. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school.

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			<p>Each ninth grade student is encouraged to sign up for at least two co-curricular programs that will connect them to the school beyond the required academics</p> <p>(3) Academic Mentors, or upper classmen who have demonstrated strong academic and personal connections to students in need of support, assist these students throughout the year in their classes.</p> <p>These transitional support services have shown to engage freshman with the high school academic program and proven to increase ninth grade on-target rates. Research has shown that building resilience through positive strategies and developing the strengths of low-income students will connect them to the educational environment and foster youth who thrive. Youth caring for youth provides strong bonds to one another and to the school. Bilingual Academic Mentors are also placed in to classes with a high percentage of English Learners, helping both student and parent feel more comfortable with the new setting.</p>

Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.

Goal 2: Action 7

Goal 4: Action 8

Following are the schoolwide services and the manner in which it is principally directed to and effective in meeting the goals for unduplicated targeted students in state and local priorities:

	Service	Schoolwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
2.7	Ed Tech Leads	District (at least one at each comp site)	Ed Tech Leads foster seamless integration of technology with curriculum. Teachers at each comprehensive high school have release periods to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement. Some sites have their Ed Tech Leads supporting students in workshops on a variety of academic technology. While students know social media, they sometimes lack the knowledge necessary for academic technology. This is particularly true for students with low economic backgrounds who have limited interaction outside of school with technology. These students are at a disadvantage in regards to their keyboarding skills, their researching ability, and other technological skills that are more academic in nature. The Ed Tech Lead is ready when teachers need them to assist them in their own classroom.
4.8	Paid Student		Using students who are excelling in their courses after-school or on Saturdays to

	Mentors	Schoolwide	<p>tutor their English Learner (or low-income) peers on a student worker basis has proven to be more successful than hiring adults in many instances. Students tend to listen more to their peers, and follow their directions, getting more assistance out of the tutoring sessions than they would from adult tutors or from teacher/tutors. English Learners are able to ask their Spanish-speaking peers questions in Spanish, then receive the answers in English – something they were reticent to do with their teachers. Additionally, the Student Mentors, who also are members of the Unduplicated Group, often need the money to supplement the scholarships they receive, resulting in a win-win situation.</p>
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Estimated Supplemental and Concentration Grant Funds:

\$20,322,092

Percentage to Increase or Improve Services:

19.82%

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

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

The \$19,700,657 funding targeted for unduplicated students (LCFF Supplemental and Concentration funding) increases the quantity and quality of services provided, with a proportionality percentage of 19.39% (as calculated by LACOE LCFF Analysis on 1/18/17). Many of the services remained the same as the effective 2016/17 LCAP, with an additional \$938,115 in 2017/18 funding over the previous year's funding which results in increases in the quantity and quality of services provided, including:

- Additional sections of parallel support courses for English Learners and SED students at different sites. We have found that getting students back on track as soon as possible results in higher graduation rates and higher A-G rates. These additional support sections ensure English Learners and at-risk students master content the first time they take the course, thus enabling them to progress to more advanced coursework during their four years in high school. Guided Study comprises some of the sections for the low-income at-risk students at all sites. Guided Study are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for students' ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn.
- After-school tutoring is becoming more targeted and focused, often using students as Academic Mentors. Student Surveys indicated that 94% of students stated that Academic Mentors helped them; 87% stated that mentors encouraged them; 81% stated that the Academic Mentor helped them get a better grade. While Academic Mentors are often used during the day in academic courses, their use is expanding to after school in the Media Center for tutoring purposes at some sites.
- Addition of an online course provider service for credit recovery. This program was purchased at the end of the 2016/17 school year with protocols put into place in July, 2017. Piloting of the program will being in Fall 2017 in onsite settings. Committees with staff and bargaining members were convened to put protocols in place to ensure that online courses would not usurp the integrity of WUHSD courses. While there is a desire to provide flexible options for students to recover credits, we are also cautious about protecting the rigor of courses and ensuring that common assessments are required for all courses, even if they are for online make-up credit. The draft of Online Protocols has been developed and will be in place before students begin onsite use of the online system (CyberHigh) to ensure that it does not become a credit factory.

Per our mantra of doing, "Whatever it Takes" to ensure success for all students, we have been providing services to students who struggled since 2005. While we started with students in need during this time period, and not the specific unduplicated student group, it was noted that, in essence, we had been providing services to students who were a member of one of the targeted student groups (English Learner, low-income, or foster). Whenever we did the analysis with the data, typically over 90% of students were in the unduplicated count.

Starting with the students in need and not the unduplicated student group is contraindicated to the process currently advocated by many LCAP folks today; yet, the beneficiaries and outcomes are the same -- it turns out to be a case of the chicken and the egg.

While the majority of the services and programs are targeted specifically to the needs of the 69.6% unduplicated students, there are expenditures of the Targeted Student Funding (concentration and supplemental funds) that are either districtwide and/or schoolwide.

We strongly believe that to not provide these services in a global manner would be (1) disruptive to the educational process; (2) would not be feasible, given the service or the program; or, (3) would be unethical or immoral.

Following is the breakdown of the percentage of unduplicated students by school site:

<b>WUHSD</b>	<b>69.6%</b>
California HS	75.1%
La Serna HS	47.8%
Pioneer HS	85.6%
Santa Fe HS	74.1%
Whittier HS	74.1%
Frontier HS	80.3%
Sierra Vista HS	68.1%
Transitions	78.6%

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Goal 2: Action 3, Action 4, Action 5, Action 6, Action 8, Action 10, Action 11, Action 15

Goal 3: Action 5

Goal 4: Action 1, Action 3, Action 5, Action 6, Action 7, Action 9, Action 10, Action 13, Action 19

	<b>Service</b>	<b>Targeted Group(s)</b>	<b>Description</b>
2.5	Sections for credit recovery, socio-emotional and parallel academic support within school day	SED	Additional sections at each site provide credit recovery and parallel academic courses, along with socio-emotional support to students, ensure students, particularly SED students, do not fall behind in credits. Guided Study comprises some of the sections for the low-income at-risk students at all sites. Guided Study are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. 93% of Guided Study students are SED. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for students' ninth grade year. We have found that these Guided Study sections eases the transition for the high-risk low-income students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn. (158 additional support sections districtwide).
2.6	Additional EL Sections	EL	Provide additional sections for SDAIE & ELD in order to support EL students' success. This provides parallel support classes as well as lower class sizes in other coursework so EL students get more personalized and individual attention. Parallel Academic English

	Service	Targeted Group(s)	Description
			Development (ALD) courses assist English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills (total EL support sections 139 district)
2.10	Support and Training of Academic Mentors	SED & EL	Academic Mentors support teachers in the classroom to ensure targeted students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting at-risk students within the classroom. The use of Academic Mentors has proven to be highly effective, not only from surveys of students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains.
2.11	Professional Development for teaching EL, SED, & foster	EL, foster, SED	Supplemental outside Professional Development for learning best instructional practices when teaching targeted students in all content areas (including Visual and Performing Arts and Physical Education).
3.5	Advanced Placement Testing	SED	Support low-income students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Support these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams. Note: Given 2017/18 is the transition year with federal and state programs, the \$5 fee waiver program is not yet in place for students taking the AP test in 2017; therefore, WUHSD is supporting low-income students by covering what state and federal programs would typically cover for these students and only charging them the \$5.
4.1	District Categorical Office	EL	District Categorical Office assists all of the sites in providing services to English Learner students and their families and providing professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English. DELAC Meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the district.
4.3	Horizon's Office (EL Support Office)	EL	Fund Horizon's Office at each comprehensive high school site with Categorical Director, Assistant, and Specialist to provide services to English Learners and to facilitate their progress. Services provided out of this office for students and families include college field trips and parent workshops. Services provided out of this office for staff include professional development and conferences to include their proficiency in working with English Learners. ELAC Meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the school.

	Service	Targeted Group(s)	Description
4.5	Intervention Counselor	Foster Youth	.25 Targeted Counselor per site addresses needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school
4.6	Intervention Counselor	SED	.25 Targeted Counselor per site addresses needs of Low Income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school. Additional hours provided at WHS (out of site allocation) to provide additional services to Guided Study Classes in the afternoon.
4.7	EL Bus	EL	Transportation: Provide a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district, along with after-school buses for students to attend tutoring programs at each high school
4.9	Books (college) and Supplies	SED	Provide books & supplies to students in need to support engagement in coursework and academic success. Support is available in different locations on the different comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their HS site. Rio Hondo offers two courses each term on all school sites at no cost, but does not pay for books. This pays for the book so students exit high school with college credits.
4.10	Field Experiences	EL, foster, SED	Field experiences for EL, foster, and SED students and their parents (e.g., college trips, cultural events). Suggested by DELAC, educational and cultural events will be planned together so student and parent will be able to attend together.
4.19	Attendance Caller	EL	Attendance Caller to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education to a live person

Actions/Services Contributing to meeting the increased or improved services and identified as **Districtwide**.

Goal 1: Action 2, Action 3, Action 4, Action 9, Action 10, Action 11

Goal 2: Action 9, Action 13, Action 14

Goal 3: Action 1, Action 2, Action 3

Goal 4: Action 12, Action 14, Action 15, Action 16, Action 17

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.

Goal 2: Action 7, Action 16

Goal 4: Action 8

Following are the **schoolwide or districtwide services** and the manner in which it is principally directed to and effective in meeting the goals for

unduplicated targeted students in state and local priorities:

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
1.2	Maintain academic and career counseling services	District	<p>All students receive appropriate academic support to help ensure school, college, and career success. To ensure that students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school, counseling services are proactive throughout the four years that a student is in Whittier Union. The services actually begin before a student even comes to WUHSD, with counselors contacting middle schools to obtain information regarding students' personal and home life that could impact their academic success. Review of cumulative records in the summer before ninth grade on select students help to identify additional students in need of additional support and care upon entry to high school, ensuring a successful transition. Research has shown that transition-to-high-school programs can lower dropout rates up to 16%. Strong transition programs not only include the peer-to-peer programs mentioned in Freshman support programs below, but also include clear parent communication and involvement, along with specialized support – both potentially arising out of the counseling office. In order to provide these services, with a low student to adult counselor ratio, LCFF S&amp;C funds were utilized. At a time when these services were being cut, the decision was made to preserve these services for the students of WUHSD, particularly the English Learners, foster students, and SED students. The value to these students in keeping them in high school, ensuring that they graduate from high school, that they graduate from high school completing a-g requirements, and that they have options after graduation from high school years was the epitome of WUHSD's mission of doing Whatever it Takes and considered key to most of the state's priorities. While a specialized half-time counselor was added at each site to address unique need to both foster and SED student, this is in addition to, not instead of, these academic and career counseling services. Other options considered did not provide the high-quality of professional counseling services to address the high needs potentially expressed by 70% of our students. The outcomes demonstrate the level of success [e.g., drop-out rate (4.5%, over 7% lower than the state and county rates); high school graduation (95.5%), college enrollment (88%)]. Providing these services only to targeted students would be disruptive to the educational environment and unethical.</p>
1.3	Increase Course Access by increasing staffing by additional .5 students	District	<p>To ensure that all students have access to a wide variety of courses, the increased base staffing was supplemented by an additional ½ student (general fund was 30.5 to 1, with the supplemental ½ student added on top) This ensured that the wide variety of Advanced Placement, other advanced coursework, and support courses remained open at all sites. These courses are open to all students at the school and the demographics of the courses reflect the demographics of the school site, unlike the additional support courses mentioned elsewhere in the plan that are added with S&amp;C funds that primarily serve targeted students. This service ensures that targeted students (English Learner, foster, and SED) are going to have access to courses that will enrich and stretch them. Often the focus is on developing the structures and providing the support for students to obtain mastery of the standards; however, we want to ensure that students receive that caring and gentle push throughout their high school career. Through the addition of smaller</p>

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			AP and honors courses we are able to honor language diversity as an asset in AP Spanish Language for our English Language Learners and introduce other students to honors coursework for the first time. The analysis of data from eighth grade assessment scores and dialogue through articulation begins the process to begin to lift up students. Without the ability to tend to students in a variety of classes with enrollments under 35 students, many unduplicated students would not have the opportunity to experience the more rigorous curricular option.
1.4	Summer Professional Learning (College Readiness 17/18 & 18/19; LCFF 19/20)	District	Summer Professional Learning includes one week devoted to each core content area. This time allows for a few nuggets of new learning – one of which is always strategies for increasing the achievement of English Learners in the classroom – and then the application of that new learning to the revision of common assessments and pacing guides. Teachers (course lead +1 from each site) still review of data, refine common pacing guides and assessments, identify challenging topics, either due to language fluency, processing difficulties, or gaps in background knowledge; and plan targeted strategies to address these issues, in preparation for the upcoming school year. These teacher representatives then take the knowledge from these days to their colleagues at their sites. One Special Education representative participates at each course table in both summer and Best Practices who then not only modifies the district common assessment for students in self-contained learning handicapped classrooms, but also discusses additional supports for mainstreamed students with other district teachers. Using the students' results on common assessments to spark dialogue regarding support for students, re-testing, and spiraling of questions has led to consistent growth in multiple measures, including on-target rate, graduation rates, GPAs, as well as narrowing the gap between subgroups. Disaggregation of student results identifies concepts that students are not mastering. Together, teachers break down the learning process to identify where and why the student is struggling, then strategies are shared, discussed, and developed to meet the need. Resources are shared on the District's Google Drive or Google Classroom, allowing all teachers to both share and access resources. With this professional learning model, the continued growth of teachers and administrators leads to increased knowledge and consistent application of the curriculum across the district. Thus, the primary outcome of this model is the continued growth of students through the collective monitoring of student progress, the sharing of best instructional and curricular practices, and the focus on strategies that support all students, particularly those who are not meeting standards. Experienced district staff coordinate professional learning in a cohesive manner, providing timely and differentiated assistance and developing lateral networks of support between school sites; thus, raising expectations and support simultaneously.
1.9	Data Leads	District (one at each site)	Each Site has a Data Lead with additional hours each month. The role of the Data Lead is to monitor the effectiveness of the services and actions funded through LCFF and provide the data to the decision makers on the campus so they can monitor and evaluate the continued provision of that service, or if that service needs to be modified. Data Leads from all sites meet three times per year to ensure that they are

	Service	Schoolwide or Districtwide	Manner in Which it is Principally Directed to and Effective and Meeting the Goals for Unduplicated Targeted Students in State and Local Priorities
			doing their job in the most effective and efficient manner possible.
1.10	EL Parent Education	EL	Join consortia with other partner school districts to provide services and workshops to parents of English Learner Parents to engage them in the educational process of child and assist them in understanding the high school and post-secondary requirements.
1.11	Community Liaison	District	There is one Community Liaison in the district who solicits input and feedback from several community groups regarding district operations. The Liaison also interacts with the students and other stakeholders on a regular basis, developing relationships and encouraging participation with stakeholders who normally would not participate in the LCAP process. The Liaison also communicates current district initiatives throughout the area.
2.3	Credit-Recovery Summer School	District	79% of students completing summer school in 2016 were found to be unduplicated students. Providing increased sections to meet the needs of these students ensures equitable opportunities are available on all school sites. If we waited until we were able to tabulate the percentage of unduplicated students available for summer school, it would be too late to offer summer school and the opportunity would be lost; thus, the situation would be too disruptive to the educational process.
2.4	After-School Courses to support	District	After-School Courses to support targeted students in credit recovery along with parallel support to ensure success the first time in course
2.7	Ed Tech Leads	District (at least one at each comprehensive site)	Ed Tech Leads foster seamless integration of technology with curriculum. Teachers at each comprehensive high school have release periods to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement.
2.8	Extended Media Center hours with tech and tutoring	Schoolwide	Computer printers and ink are available to students who do not have access to internet and ink at home to complete assignments; A late bus and supper program has been added at four of the comprehensive high schools whose free and reduced lunch percentage is above 65% (all except for La Serna). Teachers have been replaced with classified and student tutors, due to the cost (more efficient cost-wise); Tutoring has become more targeted to specific subjects and not simply an open study hall, resulting in increased grades and student re-testing.
2.9	Technology & Technological services and programs to engage students and provide them with additional support and access to the content (including on-line course provider for credit recovery)	District	As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying carts/furniture will ensure students have access to all forms of content and that they are fully prepared for college and career, particularly those students who do not have access to these devices at home. The purchase of an online credit recovery system was a flat annual cost for the district, as are other technological service subscriptions. Students who are behind in credits in need of the online credit recover consist of 86% unduplicated

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			students. There are not any other options for providing these students the service that is not disruptive to the educational environment – unless we simply deprive the 14% who are not unduplicated students of use of the service (something we believe would simple be unethical as we already have purchased the service). The online credit recovery service is just one example of the other technological services and programs that assist students in understanding content (e.g., Turn-it-In, California Streaming, Cyber High)
2.13	College and Career Supporting Pathways: Naviance, Puente, Academies, Four-Year Plans and University Visits	District	College and Career Pathways: In order to engage students in their current educational pursuit and prepare them for college and career, interaction with potential careers is done through a variety of methods (e.g. Naviance, hands-on experiences, or course sequences). Support of struggling students in these different exploratory experiences varies from clerk positions who provide additional tutoring and while uploading assignments and PSAT scores into Naviance and/or Road trip Nation for career exploration, all depending upon the school site. CTE Pathways are expanded on sites and with support of ROP. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal of enrollment in a four-year college upon graduation (CHS, LS, WHS).
2.14	VAPA Lead	District	One teacher has one release period to work on the LCAP goals aligned with Arts for All grant goals that include engaging students with WUHSD schools and the Visual and Performing Arts Programs by facilitating the process to enhance and align current VAPA offerings and by expanding support to students and teachers. Alignment of VAPA courses has led to increasing A-G approvals on courses with anticipated higher recruitments in the future. Articulation with middle school and the community on art shows and web pages is designed to support more unduplicated students in gaining access to more VAPA courses at a higher level. The Arts for All Plan includes goals to increase EL percentages within the different Arts courses, with different forums designed for teachers to share strategies for effectively reaching increasingly diverse demographics within each course. A release period was required to do community outreach and to access teachers and students while they were still at the other sites.
3.1	Common Assessment Production and Support	District	Provide interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of all students, particularly the under-performing students, ensuring that they are college and career ready when they graduate from WUHSD. Assessments are the vehicle used to communicate change and levels of support throughout the district. Areas in need of additional support are identified through the use of assessments, with supports shared with parallel courses and tutors to assist in raising students to mastery level.
3.2	Intervention Specialist Release Periods	District	The Intervention Specialist is a teacher who has two release periods to analyze data and provide support and information to personnel on the site to ensure that students are provided with time and support to achieve academic success. While the two release periods are offered at

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			each site, the work of the Intervention Specialist is focused on the unduplicated students.
3.3	Coordinator and Coaches	District	Facilitate collaboration and analysis of common assessment data and the development of interdependent teams to support strong student achievement for all students, particularly the underperforming students, ensuring that they are college and career ready when they graduate from WUHSD. This is done through the Coordinator of Curriculum and Assessment with six Coaches, who are teachers with additional monthly hours, who facilitate course-alike teams throughout the year. Coaches work with Course Leads to ensure that they are best able to work with their teams so they can best serve the unduplicated students in all their courses, highlighting gaps in performance so that teams can address these on sites and in the classroom on a local level. While building the capacity of the Course Lead and the organization, the students at all sites are best served. We have found this organic method of serving unduplicated students within the classroom to be the most effective academically and the most time efficient so that students can move on to advanced coursework within the content area without having to repeat courses. While outside tutoring is still providing in addition to this, the first best instruction that addresses any gaps within the classroom the first time the student takes the course as soon as possible is the goal in all classrooms. Thus, common assessments, data analysis, sharing of best practices, and development and facilitation of course-alike teams by knowledgeable and skilled leaders results in teams of teachers who return to their individual classrooms and engage with students with a wide variety of background knowledge and skills, bringing them up to the next level of learning. There is not any way possible to provide this much needed service solely to unduplicated students.
3.4	Course Leads (College Readiness 17/18 & 18/19; LCFF 19/20)	District	Course Leads who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that all students groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for all students, working with teachers and staff to identify students in need of intervention. Early identification of students ensure that they master the content and pass the course so that they can access advanced coursework, thus meeting state and district goals. While Common Assessments communicate change and the levels of support throughout the district, it is the Course Lead in each course that provides the individual teacher with the support they need in the classroom to ensure that the change is actually implemented, with the frequent forums that lead to innovative student support strategies and pedagogical approaches for each topic or unit. Despite increases in the annual stipend up to \$2,102, this is still the most economical and effective method for driving change, and supporting both teachers and students that we have found.
3.6	Prepare all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth,	District	In order to prepare all students to consider college as an option, we begin the conversations with students focused on college early, discussing PSAT results in ninth, tenth, and eleventh grade; thus, making it more likely that student may actually attend college.

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	and eleventh grade (College Readiness 17/18 & 18/19; <b>LCFF 19/20</b> )		Research has shown that this early discussion and consideration of college due to PSAT assessments is one of the strongest indicators of future college-going behavior. Data has shown that WUHSD students now take the PSAT more than once score higher on all three sections of the SAT when they take it in their junior and senior years of high school.
4.8	Paid student mentors	Schoolwide	The use of students who are excelling in courses after-school or on Saturdays to tutor their peers on a student worker basis has proven to be more successful than hiring adults in many instances.
4.11	Media & Communication	District	Transparent process to keep parents and community informed and engaged in the improvement process and educate them about LCFF and the Dashboard through media releases, email blasts, and other forms of medial communications in parents' home language, as well as on web pages.
4.12	Childcare Center	District	The Childcare Center provides free childcare to WUHSD students, along with free transportation from home to the Center, and from the Center to their high school. This goals of the center are (1) to ensure that students graduate from high school; (2) they do not have another child while in high school; and, (3) they go on to college or a career so they can support their child. One hundred percent of the participants of the Center are included in the Unduplicated Targeted Student count.
4.13	Cumulative Records Review	District	Proactive Student Identification: Cumulative Records Review of At-Risk Students when entering district for 9th grade in order to provide targeted support in a timely and proactive manner
4.14	Student Well-Being Counselor (2 FTE)	District	Student Well-Being Counselor: 2 FTE in district to support students' socio-emotional growth and supervise school social work interns serving the mental health needs of students throughout the district. Additionally, professional development will be continually provided for the crisis team and other personnel throughout the district to ensure that all students are provided with a strong safety net, regardless of the issues or situations they may be facing. The Student Well-Being Counselors also supervise interns conducting their field work each year to extend their realm of influence and service throughout the district. The students that the Well-Being Counselors and the Interns see throughout the day are the students who do not have insurance and those who are not comfortable accessing medical services offered at various clinics (often English Learners).
4.15	Three school nurses	District	Maintain three school nurses to better serve out students' health needs, particularly our low-income students and those students who are reluctant to go to the doctor for formalized health care. While the three nurses have regular rotating schedules, they also respond to calls from the different sites when student(s) are in need. When the local hospital changed the policies and no longer had the mobile clinic available, these nurses have provided an important intermediary step for many of the SED students who have no other access to health care.

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4.16	504 Student Support	District	Ensure all students receive all the support required to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socioeconomic parents were aware of the options to support their students that were available through 504 plans. A comprehensive needs assessment was conducted in 2016/17 and training was begun, with some resistance to changing roles as we implement the recommendations of the outside consultants. This year will be spent in clarifying roles and ensuring that everyone is comfortable in how those new roles actually work – and do they work as they should or do we need to change anything or provide any additional support. While the service is offered to all students, it is primarily English Learners and low-income students who are “new users” that are benefitting from this training and the new implementation program.
4.17	Freshman Supports	Schoolwide	<p>Freshman Support: (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade students. This mentor program develops strong relationships between incoming students and a supportive student leader who guides and supports the freshman, ensuring a successful transition to high school.</p> <p>(2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade students to attend school and meet their teachers. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school. Each 9th grade student is encouraged to sign up for at least two co-curricular programs that will connect them to the school beyond the required academics</p> <p>(3) Academic Mentors, or upper classmen who have demonstrated strong academic and personal connections to students in need of support, assist these students throughout the year in their classes.</p> <p>These transitional support services have shown to engage freshman with the high school academic program and proven to increase ninth grade on-target rates. Research has shown that building resilience through positive strategies and developing the strengths of SED students will connect them to the educational environment and foster youth who thrive. Youth caring for youth</p>