

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of differentiation	80% of assignments, grades 2-8	Target: 85% of assignments Actual: 2017-18 69% of assignments	Target: 75% of assignments Actual:	85% of assignments

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			75% of assignments	
Percentage of teachers using depth and complexity icons regularly based on staff survey.	Established 2017-18 53% of teachers use icons regularly	53% of teachers use icons regularly	Target: 60% of teachers use icons regularly Actual: 56% of teachers use icons regularly	70% of teachers use icons regularly
ELA achievement: Students scoring in the top two bands of CAASPP-ELA	86% of all students 42% of students with disabilities 38% of economically disadvantaged	Target: 88% of all students 44% of students with disabilities 40% of economically disadvantaged Actual: 2017 CAASPP ELA 81% of all students 51% of students with disabilities 46% of economically disadvantaged	Target: 90% of all students 46% of students with disabilities 42% of economically disadvantaged Actual: 87% of all students 51.51% of students with disabilities 50% economically disadvantaged	92% of all students 55% of students with disabilities 55% of economically disadvantaged
Math achievement: Students scoring in the top two bands of CAASPP-Math	83% of all students 42% of students with disabilities 27% of economically disadvantaged	Target: 85% of all students 44% of students with disabilities 29% of economically disadvantaged Actual: 2017 CAASPP Math 80% of all students 55% of students with disabilities 34% of economically	Target: 87% of all students 46% of students with disabilities 31% of economically disadvantaged Actual: 84.41% of all students 51.51% of students with disabilities	89% of all students 55% of students with disabilities 45% of economically disadvantaged

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		disadvantaged	42.85% of economically disadvantaged	
Attendance rate	Currently 96%	Greater or equal to 96% Actual: 96%	Target: Greater or equal to 96% Actual: 95.8%	Greater or equal to 96%
Chronic absenteeism	Currently 6.4%	Less or equal to 6.4% Actual: 4%	Target: Less or equal to 6% Actual: 6/3%	Less or equal to 5.6%
Suspension rate	Currently 0	Less or equal to 1% Actual: 0 suspensions	Target: Less or equal to 1% Actual: 0	Less or equal to 1%
Expulsion rate	Currently 0	Less or equal to 1% Actual: 0 expulsions	Target: Less or equal to 1% Actual: 0	Less or equal to 1%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

Professional Development

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<u>Amount</u> 1.\$10,000 2. \$18,000 3. \$9,000 4. None	1., 4., 5. 10,000 2. \$18,000 3,5. \$9,000 6-8 None	1., 4., 5. 10,000 2. \$18,000 3,5. \$9,000 6-8 None

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

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

Identification and Access

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

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

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Program Development /Stakeholder Feedback

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Modified Goal

Goal 2

English Language Development

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA achievement: Students scoring in the top two bands of CAASPP-ELA	86% of all students 38% of English learners 67% of RFEP students 22 students are classified as current ELs based on CELDT scores 11 students were R'FED in 2016-17	Target: 88% of all students 40% of English learners 69% of RFEP students 2% increase in EL and RFEP performance on CAASPP ELA Actual:	Target: 90% of all students 42% of English learners 71% of RFEP students 2% increase in EL and RFEP performance on CAASPP ELA Actual: 87% of all students 28% of English Learners 73.34% of RFEP	92% of all students 44% of English learners 80% of RFEP students 2% increase in EL and RFEP performance on CAASPP ELA
Math achievement: Students scoring in the top two bands of CAASPP-Math	83% of all students 15% of English learners 67% of RFEP students	Target: 85% of all students 17% of English learners 69% of RFEP students Actual:	Target: 87% of all students 19% of English learners 71% of RFEP students Actual: 84% of all students 45% of English learners 73.34% of RFEP	89% of all students 60% of English learners 80% of RFEP students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English learner progress – CELDT/ELPAC 2% of EL's improving performance at least one level annually	ELPAC assessment goals to be set summer 2018 54% of EL's made one level growth	CELDT no longer used for annual assessment 56% of EL's made one level growth	Target: 58% of EL's made one level growth Actual: Do not have two years of ELPAC data	60% of EL's made one level growth
English learner reclassification rate	33% of ELs were reclassified as fluent	Reclassification process after ELPAC administered 35% of ELs were reclassified as fluent	Target: 37% of ELs were reclassified as fluent Actual: Reclassification does not occur until ELPAC summative data is available in summer	39% of ELs were reclassified as fluent
Parent engagement: outreach efforts % of parents of new Tinsley students attending orientation and parent education events throughout the year	60% of Tinsley parents attend annual orientation	23 (26%) parents attended Tinsley orientation on August 22, 2017 3 parents attended outreach event December 2017	Target: 50% of Tinsley parents attend annual orientation Actual: 80% attendance	65% of Tinsley parents attend annual orientation

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

Limited to Unduplicated

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

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

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

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

Performance

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount

1-5 No Cost
4. \$64,290; \$87,808

1,2,3,5 No Cost
4. \$74,460; 88,142
6 Sequoia Committee \$5,000
7 DELAC committee stipend \$5,000

1,2,3,5 No Cost
4. \$76,910; \$90,181
6 Sequoia Committee \$5,000
7 DELAC committee stipend \$5,000
8 No cost

Year	2017-18	2018-19	2019-20
Source	4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF	4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF 6., 7. Committee Stipends Base LCFF	4. ELD Specialist 60%, Supplemental LCFF Reading Specialist Supplemental LCFF 6, 7. Committee stipends Base LCFF
Budget Reference	Resource 0000; Object 1100	4 Object 1100, 3000 6, 7, object 1112, 3000	4 Staff Object 1100, 3000 6, 7. Stipends, Object 1112, 3000

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth and Low Income

Limited to Unduplicated

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Program Development /Stakeholder Feedback

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

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

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth and Low Income

Scope of Services:

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

Limited to Unduplicated

Location(s):

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

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

Instructional Materials and Opportunity

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

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

Unchanged

2018-19 Actions/Services

1. Provide opportunities for dually identified students to participate in SST for differentiation opportunities
2. Review push in/pull out time use and performance indicators via student, staff and parent survey and ELD team meeting review
3. DELAC reviews access for ELS to all aspects of the WESD program
4. Measure outcomes using instructional materials and outreach opportunities
5. Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. (Priority #4)
6. Review curriculum for academic vocabulary focus

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

Unchanged

2019-20 Actions/Services

1. Provide opportunities for dually identified students to participate in SST for differentiation opportunities
2. Review push in/pull out time use and performance indicators via student, staff and parent survey and ELD team meeting review
3. DELAC reviews access for ELS to all aspects of the WESD program
4. Measure outcomes using instructional materials and outreach opportunities
5. Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges. (Priority #4)
6. Review curriculum for academic vocabulary focus
7. Use outreach structures for social support of EL students to build social capital

Budgeted Expenditures

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

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

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan

Identified Need:

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

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Achievement: MS students scoring in the top two bands of CAASPP-ELA	6 th Grade 74% 7 th Grade 94% 8 th Grade 90%	6 th Grade 79% 7 th Grade 96% 8 th Grade 90%	Target: 6 th Grade 81% 7 th Grade 98% 8 th Grade 90% Actual: 6 th Grade 85% 7 th Grade 89% 8 th Grade 91%	6 th Grade 88% 7 th Grade Greater than or equal to 98% 8 th Grade 93%
Math Achievement: MS students scoring in the top two bands of CAASPP-Math	6 th Grade 74% 7 th Grade 94% 8 th Grade 76%	6 th Grade 76% 7 th Grade 96% 8 th Grade 78%	Target: 6 th Grade 78% 7 th Grade 98% 8 th Grade 80% Actual: 6 th Grade 74% 7 th Grade 87% 8 th Grade 75%	6 th Grade 80% 7 th Grade Greater than or equal to 98% 8 th Grade 82%
Middle School Dropout Rate	0%	≤ 1% 0 drop outs	Target: ≤ 1%	≤ 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Actual: 0	
School Climate Survey: MS campus is viewed as both physically and emotionally safe	90% students and parents	<p>≥ 92%</p> <p>84% of parents somewhat or strongly agree that the campus is safe</p> <p>98% of students somewhat or strongly agree that the campus is safe</p>	<p>Target: At or above 93%</p> <p>Actual: 96% of MS students feel safe 97% of 4/5th students feel safe</p>	At or above 94%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services: Compliance

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Design Integration

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

Program Development and Stakeholder Feedback

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

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

Unchanged

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/ServicesCCSS Alignment, Climate and State Priorities

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

2018-19 Actions/Services

1. All students receive CCSS aligned instruction in ELA, math and science
2. MS ELA teachers will implement on Reading Units of Study- dystopian fiction at 7th grade as well as a full unit of study in 6th and 8th grade
3. MS Science teachers will integrate NGSS with existing science resources.
4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.
5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST
6. Social Studies teachers will review new standards blueprints and materials for adoption

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Modified Goal

Goal 4

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parental Involvement 5. Pupil Engagement

Local Priorities: Strategic Plan

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Program development and stakeholder feedback	Baseline established in 2017-18 for student and staff survey participation Student : 76% Staff: 62% participation	Target: Established now Actual: Student : 76% Staff: 62% participation	Target: Student : 81% Staff: 67% participation Actual: Student: 90% Staff: 75%	Target: Student: 95% Staff: 80%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Professional Development

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/ServicesProgram Development and Stakeholder Feedback

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

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

Unchanged

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

Budgeted Expenditures

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

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

Modified Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Assignment	100% of classroom teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers will be appropriately assigned and fully credentialed.	Target: 100% of teachers will be appropriately assigned and fully credentialed. Actual: 100% of teachers will be appropriately assigned and fully credentialed.	100% of teachers will be appropriately assigned and fully credentialed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Facilities	Maintained and in good repair with FIT Score of 98.02%/100%	FIT Score \geq 96% 91.6 FIT score 2017-18	Target: FIT Score \geq 96% Actual: FIT Score 96	FIT Score \geq 96%
Instructional Materials	100% of students have access to CCSS aligned and adopted instructional materials.	100% of students have access to CCSS aligned and adopted instructional materials.	Target: 100% of students have access to CCSS aligned and adopted instructional materials. Actual: 100% of students have access to CCSS aligned and adopted instructional materials.	100% of students have access to CCSS aligned and adopted instructional materials.
Science Achievement: Students scoring in the top two bands of CAASPP-Science	Baseline will be determined in 2017-2018	Baseline data delayed a year. Achievement targets will be determined once baseline is set	Baseline data delayed a year. Achievement targets will be determined once baseline is set in 2019-20	Achievement targets will be determined once baseline is set
Student Performance Structure: Collection of annual ILP, 504, IEP and SST	Baseline is 100% of students without an IEP, who scored below standard on CAASPP to be identified for an individualized learning plan.	100% of students without an IEP, who scored below standard on CAASPP to be identified for an individualized learning plan.	Target: 100% of all students, including those with an IEP to be identified for a learning plan Actual: 100% of all students, including those with an IEP to be identified for a learning plan	100% of all students, including those with an IEP to be identified for a learning plan

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ol style="list-style-type: none"> 1. \$5,163,130 2. \$9,500 3. \$248,807 4. \$40,000 	<ol style="list-style-type: none"> 1. \$6,017,173 2. \$9,500 3. \$358,996 4. \$40,000 	<ol style="list-style-type: none"> 1. \$6,268,610 2. \$9,500 3. \$378,326 4. \$40,000
Source	<ol style="list-style-type: none"> 1. Highly Credentialed Teachers Base Salary, Base LCFF 2. BTSA Stipend, Base LCFF 3. Facilities staff, Base LCFF 4. Instructional Materials, Lottery 	<ol style="list-style-type: none"> 1. Highly Credentialed Teachers Base Salary, Base LCFF 2. BTSA Stipend, Base LCFF 3. Facilities staff, Base LCFF 4. Instructional Materials, Lottery 	<ol style="list-style-type: none"> 1. Highly Credentialed Teachers Base Salary, Base LCFF 2. BTSA Stipend, Base LCFF 3. Facilities staff, Base LCFF 4. Instructional Materials, Lottery
Budget Reference	<ol style="list-style-type: none"> 1. Resource 0000; Object 1100, object 3000-3699 2. Resource 0000; Object 1104 3. Resource 0000; Object 2240, 3000-3699 4. Resource 1100; Object 4310 	<ol style="list-style-type: none"> 1. Object 1100, object 3000-3602 2. Object 1104 3. Object 2240, 3000-3602 4. Object 4310 	<ol style="list-style-type: none"> 1. Object 1100, object 3000-3602 2. Object 1104 3. Object 2240, 3000-3602 4. Object 4310

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

NGSS Implementation and Alignment

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$40,000 (All Instructional Materials) 2. \$12,000 (New Science Materials) 3. \$17,000 (ZSpace) 4-5. None	1,2,7 Outlined above in Goal 3 Action 3 3. \$17,000 (ZSpace & Foss Kits) 4-6. None	1,2,3,7 Outlined in Goal 3 Action 3 above 4-6. None
Source	1. Instructional Materials, Lottery 2. Instructional Materials, Lottery 3. Instructional Materials, Lottery 4-5. None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6. None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6. None

Year	2017-18	2018-19	2019-20
Budget Reference	1. Resource 1100; Object 4310 2. Resource 1100; Object 4310 3. Resource 1100; Object 4310 4-5 None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6 None	1,2,3,7 Outlined above in Goal 3 Action 3 4-6 None

Action 3

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Instructional Objectives CCSS Aligned

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

Students with Disabilities
EL students

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Student Performance Support Structure

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	1-3 None	1. Administration 7.5% of time spent for weekly IEP meetings \$37,500 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2	1. Administration 7.5% of time spent for weekly IEP meetings \$38,500 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2
Source	1-3 None	1. Base LCFF 2-3 None 4 Sequoia EL Research outlined above in Goal 2 Action 2	1. Base LCFF 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2
Budget Reference	1-3 None	1. Object 1000-3699 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2	1. Object 1000-3699 2-3 None 4. Sequoia EL Research outlined above in Goal 2 Action 2