# Woodward Leadership Academy

Local Control & Accountability Plan 2017-18

Approved 6/26/17

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

[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 | Woodward Leadership Academy |
| Contact Name and Title | Maisha Turner |
| Email and Phone | mturner@woodwardleadershipacademy.com <br> 909.266.1762 |

# 2017-20 Plan Summary

**THE STORY**

Briefly describe the students and community and how the LEA serves them.

Woodward Leadership Academy (WLA) is a Transitional Kindergarten through Sixth grade charter school going into its 6th school year. Woodward Leadership Academy serves 90 students in the city of San Bernardino, while also serving students from the surrounding cities of Rialto, Fontana, Highland, and Redlands. Woodward Leadership Academy serves a diverse student population with 81% socioeconomically disadvantaged 17% Latino/Hispanic English Learners, 77% African American and a handful of Pacific Islander, Armenian and Caucasian students. WLA has gone through many leadership changes in the past three years, but the unifying focus has remained the same, one team with one goal of making a difference for our students daily. Student safety and success remain our highest priorities, and we are committed to working with families to help all students achieve state, local and personal goals in a safe and positive school environment. The goals and actions found in this LCAP address these beliefs along with our vision/mission: **Vision** Woodward Leadership Academy's goal is raise the achievement levels of ALL (African American and Latino/Hispanic) students within San Bernardino County, through a rigorous academic program that will foster scholarly habits, nurture leadership skills and develop strong character qualities needed to flourish throughout their educational career and in life. **Mission** To expand the choices that parents and students have for a high quality educational opportunity within the public school system; To prepare our students to attend, compete and complete at the leading colleges and universities in the nation; To realize this vision by discovering and developing each student's unique gifts, abilities and talents. They do this by offering students a sense of purpose and an exceptional educational experience to each student while helping them become responsible, self disciplined, creative global thinkers and ethical citizens. The parents of WLA have chosen the charter school for its small community learning environment, rigorous instructional program, leadership and character development as well as the extracurricular enrichment opportunities.

**LCAP HIGHLIGHTS**

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

Through analysis of our state and local data and with input from staff and stakeholders we identified three overarching goals that will help us achieve our vision and mission as stated above:

Key Strategy: To ensure high levels of academic achievement for all students, Woodward Leadership Academy will thoroughly and consistently implement a high-quality, aligned instructional program that clearly defines rigorous grade level standards and resources, and uses: research based instructional strategies, common assessments, data driven decision making, aligned professional development, and additional time and support for students who are not demonstrating mastery.

Key Message: All Children Have Instructional Excellence Verified Everyday.

Goal 1: Provide instruction, which will challenge/meet the needs of all students to prepare them with 21st Century college and career ready skills. Raise/Improve the levels of all student performances to a high level of proficiency in CCCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project based and blended learning, and parent education for all students in both ELA and Math, including English language learners. 8 Actions/Services (pp. 23-31)

Goal 2: Increase use of technology through, knowledge, expertise, instructional integration, communication and regular utilization of technology resources for all students and staff in conjunction with CCCSS instruction and 21st Century instructional practices. : Insure

Access to and mastery of 21st Century Learning tools and skills for all staff and students  6 Actions/Services (pp. 31-39)

Goal 3: Provide a safe, positive and secure school environment for all staff and students. Enhance and improve student engagement, attendance, and achievement for all students.  8 Actions  (pp 39-50)

The following is a partial list of key features  which includes a school wide

focus on sustaining the improved and increased services as listed below:

• Sustain more instructional time for unduplicated pupils and more effective use PLC time for teachers.

• Sustain and expand enrichment options for unduplicated students.

• Sustain and increase technology and technology support for students and staff.

• Implement a positive program such as Positive Behavioral Intervention & Supports (PBIS) and Student Assistant Program (SAP) supports; research implementation of a Mutli-Tiered System of Support (MTSS).

• Use of  instructional coaches to support teachers and curriculum implementation in instructional strategies, data analysis and differentiation.

• Use of Mental Health/school counseling Services.

## REVIEW OF PERFORMANCE

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

**GREATEST PROGRESS**

- Commitment of staff and belief that all students can learn and be successful if given the opportunities and resources along with their desires to hang in there and do what it takes to move the school forward and make Woodward a great place for students, fully implementing the vision.
- Willingness of staff to try new programs, even mid-year
- Decisions of the Board are based upon what tis best for students.

- 1-1 Chromebooks, students growth in comfort level and use of Chromebooks.
- Student character development of kindness and caring for other students.
- K-3rd grade students made significant growth in the area of reading from March-June although 73% are still functioning below expected grade level expectations.

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

**GREATEST NEEDS**

- Reduce the suspension rate of 6.8% based on 2016 Dashboard data, for all students group which includes the sub groups of low income, African American, and Hispanic: Create a comprehensive positive discipline program that is consistently implemented and articulated with staff, students and parents.
- Increase the % of students at or above grade level in ELA and math: Train all staff in implementation of curriculum content, effective use of PLC's for analyzing and using student data and creating instructional strategies to support all learners.
- Reclassify EL students
- Provide professional development needed in student engagement, discipline, implementation of 21st century skills, use of Google classroom and technology as a tool, tools for teaching multi level classroom and differentiation for student learning
- Research, pilot, adopt and implement NGSS and History curriculum

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

**PERFORMANCE GAPS**

The School did not have the performance of any student group showing two or more performance levels below the "all student" performance level for any indicator. However, the following explanation is included to focus our attention on the need to monitor the performance of the all students group and grade level subgroups which are all significantly below expected achievement levels.

Dashboard: ELA and Math (3-8): there are not enough validated scores from students to generate a report

iReady Reading 81% of all students are functioning below expected levels in the red and orange area but showed a growth of 10% from March through June..

iReady Math: 93% of all students are functioning below expected levels in the red and orange area.

Primary (K-3) students out performed the 4th-6th grade students by approximately 30%

## INCREASED OR IMPROVED SERVICES

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.

Woodward Leadership Academy is committed to the Vision and Core Values/belief it has set for students, staff and community. Due to the high % (over 84%) of low income and EL youth, there is school-wide use of supplemental and concentration funds, and this LCAP provides a program for all students which supports being ready by the time they exit from this school and move on to middle school, to be successful learners and citizens. Specialized school and support services have been designated through this LCAP in order to ensure that all English learners, low income students and Foster Youth are provided with opportunities before school, during school and after school and after the school year to receive support and assistance to achieve at high levels.  These will continue to be refined through the LCAP revision process. Regular Intervention, enrichment and digital Summer school offerings are a part of the actions within the stated goals, with digital tools and connectivity provided for the first time, as needed to identified students. A variety of interactive digital resources will be researched and provided to support the individual needs of the EL, Foster Youth or Low Income students in achieving the Common Core and 21st Century Skills requirements. For Foster Youth, Low income, and EL students, school counselor time has been specifically targeted as a service to serve these students' unique needs.

## 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 | $ 1,021,314 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ 444,865 |

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.

This LCAP does not include any facilities expenses including lease expenses and maintenance and repairs/general cleaning, authorizer oversight and support program fees, all insurance, basic special education costs, and basic program materials costs, Director/principal expenses, board development expenses, Audit services, legal fees and services, general site office expenses including all personnel and back office services and our student attendance system. It also doesn't include systems, programs and program supports and agreements with recurring subscription costs that have already been purchased through the 2016-17 LCAP goals, and ongoing equipment lease agreements also from the 2016-17 LCAP goals.

| | |
|---|---|
| $ 1,021,314 | Total Projected LCFF Revenues for LCAP Year |

# Annual Update

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 | All students will improve their ELA proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices. |
| --- | --- |

| State and/or Local Priorities Addressed by this goal: | STATE X 1 X 2   3 X 4   5   6   7 X 8 |
| --- | --- |
|  | COE   9   10 |
|  | LOCAL  Woodward Leadership Academy's goal is raise the achievement levels of ALL (African American and Latino/Hispanic) students within San Bernardino County, through a rigorous academic program that will foster scholarly habits, nurture leadership skills and develop strong character qualities needed to flourish throughout their educational career and in life. |

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
| --- | --- |
| 1. 30% of students will improve in applicable assessments.<br>2. 80% of 2$^{nd}$ and 3$^{rd}$ graders will show evidence of attaining aligned common core reading goals.<br>3. 95% will pass CELDT when applicable.<br>4. Maintain 100% highly qualified teachers with no mis assignments.<br>5. Continue to maintain training for all full time credentialed faculty.<br>6. Maintain sufficiency in standards aligned instructional | 1. In the review of the I Ready assessment data over over 55% improved on their reading levels, but 91% of all students are still below expected levels of achievement for reading. 40% were at or near meeting the grade level standard as measured by 2015 CAASPP. There were no comparisons for growth due to testing irregularities in 2016.<br>2. 30% of 2nd and 3rd grade students showed evidence of attaining common core goals.<br>3. 0% of students identified as English Learners |

| | | |
|---|---|---|
| materials and classroom supplies. | met their CELDT levels. <br> 4. Woodward Leadership Academy maintained 100% of highly qualified teachers. <br> 5. Teachers participated in iReady training, and a identified staff member was trained and became a trainer for other teachers in use of Houghton Mifflin reading. <br> 6. There was a sufficiency of CCSS aligned instructional materials and classroom supplies. | |

ACTIONS / SERVICES

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 1. Use formative and summative assessments: CAASPP, CELDT, EL Reclassification, local reading assessments for fluency.  Purchase Mastery Connect assessment program for universal screening. | Woodward Leadership Academy used the iReady assessments for ELA and Math and as a universal screening tool. No 2016 state results were available for use due to testing irregularities.  More training and implementation was done in the 2nd half of the year. In addition  they used curriculum based benchmark assessments in Houghton Mifflin to monitor student growth. |
| Expenditures | BUDGETED <br> Teacher Salaries <br> $10,000 <br><br> STAR Renaissance (or comparable assessment) <br> $5,000 | ESTIMATED ACTUAL <br><br>  A portion of  Teacher salaries $10,000 <br><br> iready - no cost as it was donated. |

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 2. Maintain highly qualified teachers | Woodward Leadership Academy maintained 100% highly qualified teachers. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | Principal's salary $5,000 | Principal's salary $5,000 |

ACTIONS / SERVICES

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 3. Utilize Common Core Standards aligned instructional materials (Houghton Mifflin Harcourt | Houghton Mifflin-Harcourt, CCSS aligned ELA instructional materials including iReady was used. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | Teacher Salaries $20,000 | A % of Teacher Salaries $20,000 |

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 actions/services to achieve the articulated goal. | Woodward Leadership Academy maintained 100% highly qualified teachers. They implemented Common Core standards and standards aligned curriculum. Local measures of assessment were implemented and data was used to target interventions. Due to some staff issues at the beginning of the year, new staff was hired toward the end 2016 and real implementation and training did not take place until after January 2017. All teachers need additional training in analyzing data to inform instructional practices. Teachers will need to be trained on working within their Professional Learning Committee (PLC) to create interventions, with a focus on targeted students. |

| | |
|---|---|
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Overall the actions were effective once implemented. Although less than 50% of students reached their proficiency level in the primary grades and less than 10% in the 4-6th grades in reading, the actions need to be continued with more teacher training and implementation monitoring. As stated above, all teachers need additional training in analyzing data to inform instructional practices. Teachers will be trained on working within their Professional Learning Committee (PLC) to create interventions, with a focus on targeted students.<br><br>Because the subgroups comprise the majority of the student population, the same statement is true. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | No difference, as the budgeted expenditures were aligned to % of teacher/staff salaries for each goal. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Additional professional development for teachers on effective PLCs, differentiated instruction, teaching in a combination class, 21st century skills, strategies for English Learners, and increasing student engagement will be implemented. Tier 1 and Tier 11 interventions will be implemented. Digital programs and resources will be utilized for remediation, enrichment, and to increase student engagement to foster learning. Instructional materials for social studies and NGSS, aligned with CCSS will be researched and piloted. Parent outreach and opportunities for parent Involvement will increase to promote connection between home and school. See 2017-18 Goal 1 and Goal 3 pages 23 and 40. |

needed.

## Goal 2
All students will improve their math proficiency scores through strategic academic interventions and access to Common Core State Standards and instructional best practices.

| State and/or Local Priorities Addressed by this goal: | STATE  X 1  X 2  3  X 4  5  6  7  X 8 |
|---|---|
| | COE  9  10 |
| | LOCAL  Woodward Leadership Academy's goal is raise the achievement levels of ALL (African American and Latino/Hispanic) students within San Bernardino County, through a rigorous academic program that will foster scholarly habits, nurture leadership skills and develop strong character qualities needed to flourish throughout their educational career and in life. |

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

1. 30% will improve in applicable assessments.  55% will show improvement in foundational scores for year 3 of the CAASPP assessment.

2. Maintain 100% highly qualified teachers with no misalignments in any of the three major content areas (ELA, Math or Science).

3. Continue to maintain training for all full time credentialed faculty.

4. Maintain sufficiency in standards aligned instructional materials

1. In the review of the I Ready assessment data approximately 35% improved on their math levels. 23% were at or near meeting the grade level standard as measured by 2015 CAASPP. There were no comparisons for growth due to testing irregularities in 2016.

2. Woodward Leadership Academy maintained 100% of highly qualified teachers.

3. Teachers participated in iReady training, and a identified staff member was trained and became a trainer for other teachers in use of Houghton Mifflin reading.

4. There was a sufficiency of CCSS aligned instructional math materials and classroom supplies

ACTIONS / SERVICES

**Action** **1**

| Action | | |
|---|---|---|
| **Actions/Services** | Assessments provided by Scott Foresman Reading Street, 2013 Common Core aligned curriculum. | ACTUAL<br>Woodward Leadership Academy utilized i Ready assessments to monitor student progress. |
| **Expenditures** | BUDGETED<br>Teacher Salaries<br>$10,000 | ESTIMATED ACTUAL<br>Teacher salaries<br>$10,000<br>$18,000   i Ready assessment |

| | | |
|---|---|---|
| **Actions/Services** | Maintain highly qualified teachers | ACTUAL<br>Woodward Leadership Academy maintained 100% highly qualified teachers. |
| **Expenditures** | Principal's salary<br>$5,00 | ESTIMATED ACTUAL<br>Principal's salary<br>$5,000 |

| | | |
|---|---|---|
| **Actions/Services** | PLANNED<br>Utilize Common Core Standards aligned instructional materials (Scott Foresman Reading Street Curriculum, 2013). | ACTUAL<br>The school used Houghton Mifflin, some CCSS aligned instructional materials.<br>Go Math was also used in the mathematical program to some degree. |
| **Expenditures** | BUDGETED<br>Teacher Salaries<br>$10,000 | ESTIMATED ACTUAL<br>Teacher Salaries<br>$10,000<br>$19,000 Instructional Materials |

ANALYSIS

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | Go Math, a CCSS aligned math program, was partially implemented at Woodward Leadership Academy. iReady was donated and, after professional development, was partially implemented for both reading and math at all grade levels. It was also used as a local assessment. <br><br> The iReady CAASPP assessments were analyzed. Interventions were implemented beginning in March. The school maintain 100% highly qualified teachers. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Overall programs and services were effective once implemented. Students showed progress. Approximately 17% of students reached grade level proficiency in ELA. Subgroups of unduplicated students, which make up the student population, did not make progress toward Math goals at the same percentage rate. There is still a need for target specific interventions to increase student learning.  Additional professional development is needed. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There was an additional purchase of common core textbooks which was not accounted for in the initial budgeted expense column for this action. |
| 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. | Additional professional development for teachers on effective PLCs, data analysis, differentiated instruction, teaching in a combination class, 21st century skills, strategies for English Learners, and increasing student engagement will be implemented. Digital programs and resources will be utilized for remediation, enrichment, and to increase student engagement to foster learning. Teachers will receive training and support in technology integration, project based instructional strategies and assessment for learning. Instructional materials for social studies and NGSS, aligned with CCSS will be researched and piloted.  Parent outreach and opportunities for Parent Involvement will increase to promote connection between home and school. This goal will be folded into Goal 1 and Goal 3 pages 23 and 40. |

needed.

## Goal 3

All students will be educated in a learning environment that is safe, drug free and conducive to learning.  This includes providing positive behavior intervention strategies, increased parent involvement and improved attendance rates.

State and/or Local Priorities Addressed by this goal:

STATE     1     2  X 3     4     5  X 6  X 7     8

COE     9     10

LOCAL  § To help each student become a responsible citizen

§ To train students to be self-disciplined leaders

§  To instill a sense of respect, fairness, trustworthiness, competence and self-reliance in work and play.

ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| Decrease total number of days absent by 4 (per student).  Decrease discipline incident report rate by an additional 5%.  Decrease chronic absenteeism by 2%.  Maintain low suspension rate.  Maintain parent participation through conferencing, surveys and intake procedures. | There was not a decrease absenteeism per student. there is currently a 90.53% absenteeism rate for 2015-16 and is an area of need. There was not a 2% decrease in chronic absenteeism.<br>A low suspension rate was not maintained as it is currently at 6% as identified by the CA Dashboard for 2016. this is an area of need.<br>The discipline incident report rate was not decreased and is an area of need.<br>Parent participation was maintained through conferencing, survey and intake procedures.. |

ACTIONS / SERVICES

## Actions 1

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Monthly discipline logs (detention and suspension). | Monthly discipline log of detention and suspension was maintained. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | Admin. Assistant salary<br>$5,000 | Admin. Assistant salary<br>$5,000 |

## Actions/Services 2

| | PLANNED | ACTUAL |
|---|---|---|
| | Conduct parent and student surveys and parent exit surveys. | Parent, staff and student survey were conducted and parent exit surveys were sometimes held. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | Principal's salary<br>$5,000 | Principal's salary<br>$5,000 |

## Actions/Services 3

| | PLANNED | ACTUAL |
|---|---|---|
| | Monitor attendance rates and implement SART and SARB process as necessary | Attendance has been monitored but there needs to be goals to improve school attendance and decrease student absences with specific actions as there was no decrease in absenteeism |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | Admin. Assistant & Principal's salaries<br>$5,000 | Administrative Assistant and principal's salaries<br>$5,000 |

## 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. | Actions and services from Goal 3 were implemented.  Monthly discipline logs were kept. Attendance rates were monitored. The SARB process was implemented. Parents, staff, students were given the opportunity to participate on a survey which asked questions on school climate and academic achievement. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Overall all of the implemented actions and services did not make a difference in overall school and student discipline and student absences.  Student discipline including suspension rates, truancy and absenteeism still remains a significant problem. Parents, staff, and students indicated on their surveys that some students did not feel connected to school.  Not all students felt safe and some were bullied. Not all parents felt connected to school. A positive discipline plan  that is consistently implemented with fidelity needs to be developed, adopted by all and communicated to the students and community. Strategies need to be implemented to help students feel connected to the school and engaged in the learning process. Attendance policies and procedures need to be developed, communicated to parents and students and implemented consistently by all staff. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There is no difference as the budgeted expenditures were aligned to personnel salaries as a % of the salary. |
| 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. | A Positive Behavior Interventions and Support (PBIS) program will be implemented and a school wide plan developed. Teachers will be trained on strategies for student engagement so students will want to be at school every day. A part time counselor will support attendance and behavior. Attendance will be monitored by class and grade level. Interventions will be put into place to support attendance and discipline. Digital programs and resources will be expanded to foster student engagement and connectivity. Parent outreach and involvement will be a focus to increase connections between home and school. See Goal 3 page . |

**Goal 4** Students will move through progressive discipline steps.  Families will be more engaged in student environment.

| State and/or Local Priorities Addressed by this goal: | STATE    1    2   X 3    4    5   X 6    7    8 |
|---|---|
| | COE    9    10 |
| | LOCAL   § To help each student become a responsible citizen |
| |       § To train students to be self-disciplined leaders |
| |       § To instill a sense of respect, fairness, trustworthiness, competence and self-reliance in work and play. |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| 100% decrease in the recidivism rate as evidenced by discipline log.  Maintain ZERO (0%) suspension and a ZERO (0%) expulsion rate. | Discipline log did not show evidence of a decrease in the recidivism rate. The school did not maintain a 0% suspension rate. The suspension rate is currently at 6.5%. |

## ACTIONS / SERVICES

Action   **1**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Parent conferences, incident reports, detention & suspension logs, office referral slips.  Hire a part time counselor to assist with counseling and behavior. | A part time counselor was hired to assist with student behavior. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | Admin. Assistant salary & Teacher | Administrative Assistant salary<br>Teacher salaries |

| salaries<br>$35,000 | $35,000<br>No Counselor was hired |
|---|---|

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | The services and actions were implemented. Discipline logs were maintained but not on a consistent basis. Parents conferences were held. A part time counselor was not hired. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Though the actions were implemented a positive discipline program was not implemented. Behavior did not improve. Based on the Dashboard the suspension rate was 6% in 2016. The staff, student, and parent surveys indicates that at times students feel bullied and do not feel safe at school. Not all students or parents feel connected to school. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There is no difference |
| 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. | PBIS, a Positive Behavior Intervention and Support program will be created and implemented. Staff will be trained on implementing a universal screening tool.  A digital behavior tracking tool will be utilized to monitor office referrals. The counselor, teachers, and principal will increase parent contact and outreach to improve student attendance, decrease the truancy rate and decrease chronic absenteeism. Staff will research a program of social-emotional support to provide students strategies for anger management and to help foster a climate based of physical, emotional and academic safety. An anti-bullying program will be researched and adopted for implementation. Staff, parent, and student surveys will be continued to monitor a student's feeling of safety and connectivity at school. Parent outreach will be expanded to foster home to school relationships. Academic and behavior interventions will be increased through the use of parent conferences and SST meetings.<br>This goal will be imbedded into Goal 3. |

| | Decreased disruption of educational program by increasing student participation through reducing tardies and absences |
|---|---|
| **Goal 5** | |

| State and/or Local Priorities Addressed by this goal: | STATE     1     2   X 3     4   X 5     6     7     8 |
|---|---|
| | COE     9     10 |
| | LOCAL   § To offer students a sense of purpose and an exceptional educational experience |
| |          § To help each student become a responsible citizen |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| WLA will work with child welfare, CPS, SART and SARB (where applicable). 2% increase in overall attendance rate. Improve the rate of the bottom 20% of truancy cases by 5%. | WLA worked with some agencies but did not participate in the SARB process as applicable) However there was not a 2% increase in attendance nor a 5% decrease in truancy cases, |

## ACTIONS / SERVICES

| **Actions/Services 1** | PLANNED | ACTUAL |
|---|---|---|
| | Monthly attendance period reporting by grade level. | There was a monthly attendance period reported by grade level. |
| Expenditures | BUDGETED | ESTIMATED ACTUAL |
| | Admin. Assistant salary<br>$5,000 | Administrative Assistant salary<br>$5,000 |

## 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. | Monthly attendance period reporting was monitored by grade level. Tardies were monitored. Woodward Leadership Academy did not work with the District or county worked with SARB but did work with CPS. The truancy rate was not decreased. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Though effort was made and WLA worked with some community agencies, the truancy rate was not decreased nor did the attendance rate increase as there was no plan in place to use the data collected for improvement of attendance and policies and procedures were not developed for implementation. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There are no material differences as the budgeted expenditure was a % of a current employee salary. |
| 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. | As indicated from staff, parent and student surveys not all students felt connected, successful, or safe at schools. Staff will be trained on strategies for student engagement so each student will want to be at school every day.  PBIS and a social emotional program will be developed and implemented to ensure all students feel safe at school. Target interventions will be expanded with a focus on unduplicated students. Staff will be trained on 21st century skills, working in a combination class, universal screening tool, effective use of PLCS to review student data, attendance strategies and the use of technology and personal devices in the instructional program. Technology may be increased to engage students in their instructional program.<br><br>Digital resources will be implemented for remediation and enrichment to improve student learning. The part-time counselor will monitor student attendance, truancy, and tardies to improve attendance rate. The goal will be folded into Goal 3 page 40. |

# Stakeholder Engagement

| LCAP Year | X 2017–18 | 2018–19 | 2019–20 |
|-----------|-----------|---------|---------|

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Woodward Leadership Academy continued to provide opportunities to maximize meaningful and collaborative input from all stakeholders. LCAP sessions were held creating an opportunity for parents and community members to participate in an LCAP Annual Update presentation. In addition, surveys were hand delivered at a special event and sent home with students on a school wide basis. The Board of Director meetings, the school site council meetings, and student surveys were another way to hear and consider input. Input meetings were also held with parent volunteer groups to include the Data from annual update section of the LCAP that was shared included, but was not limited to:

| STOCKHOLDER GROUP | METHOD | DATES |
|-------------------|--------|-------|
| School Site Council | Principal gathers information | |
| All Staff | Discussion during staff meetings/staff survey | |
| Students (grades K-2) | Teachers will work with students on student survey | |
| Students (grades 3-6) | Students will take online survey | |
| Principal's Advisory Committee | Principal leadership team gathers information | |
| All Parents | Survey via email, on website | |
| LCAP Committee | Principal/leadership team gathers information | |

IMPACT ON LCAP AND ANNUAL UPDATE

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

The following is a summary of stakeholder input

Input from students in K-2: out of 349 responses 79 students felt they were safe, not bullied or not hurt on the playground only some of the time.

Input from students 3-6: Some students did not feel connected or safe at school.

Input from staff: Not all staff felt all students felt safe or connected at school. There is a need to train all staff on technology integration, program implementation using digital devices, data analysis, and Google classroom. There is a need to improve attendance

Input from parents:

Board observation:  Some students were proficient.  There is a need for a school-wide positive discipline program. Teachers need training in expanding the use personalized devices with students as part of the instructional program, in working with a combination class, and making effective use of their PLC time. There is a significant need to improve attendance.

.The summary of the input is:

- Need for bullying prevention, anger management and positive school-wide discipline program
- Need a school counselor
- Implement social emotional support
- Implement relevant, collaborative, and engaging learning activities so students want to be at school
- Expand extra curricular activities to support student connection with school
- Continue and increase math and reading intervention and supports
- Continue professional learning support in common core implementation, data analysis, instructional strategies to support all learners,
- Begin the research and piloting of science and social science materials
- Provide additional opportunities for parent outreach and participation to support student connection with staff
- Not all students feel safe and appreciate the protocols to support student safety 100% of the time
- Expand the use of technology in the instructional program

As a result of the stakeholder engagement many of the current actions and services have been continued, including interventions and supports academically, socio[emotionally and behaviorally, with work in the areas of Multi-Tiered System of Support, Positive Behavioral; Interventions and Support, counseling support, expansion in technology, increased student engagement, and professional development for staff.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

| New | X Modified | Unchanged |
|-----|-----------|-----------|

| **Goal 1** | Goal 1: Provide instruction, which will challenge/meet the needs of all students to prepare them with 21st Century college and career ready skills. Raise/Improve the levels of all student performances to a high level of proficiency in CCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project based and blended learning, and parent education for all students in both ELA and Math, including English language learners. |
|-----|-----|

State and/or Local Priorities Addressed by this goal:

STATE  X 1  X 2    3  X 4    5    6  X 7    8

COE        9    10

LOCAL  __ Charter Petition and WLA Vision, Goals and Objectives

Identified Need

NEED: Based upon input from staff and parents from recent surveys, El input and student data analysis we need to:
1) Fully implement the CCCSS School- wide in Language Arts, Mathematics, Science and History.
2) Raise student achievement levels based on data from new School-wide assessment system in which the average % of students scoring in both CCCSS reading/language arts and math was below 50% or below.
3) Increase EL reclassification rate to insure that students are reclassified as proficient within 3 years of entering the program
4) Train all staff to be competent and knowledgeable in differentiation, project-based instruction, blended learning, assessment, technological instructional strategies and technology integration.
5) Insure that all classroom teachers and support personnel are highly qualified(HQT)

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| CA Dashboard ELA and Math Scores | 2017- ELA and Math All students and subgroups unknown at this time | Average Growth of a minimum of 10 points in All students and all subgroups | Average Growth of a minimum of 15 points in All students and all subgroups | Average Growth of a minimum of 15 points in All students and all subgroups |
| ELA/Math iReady Benchmarks | 90% of students scoring below grade level expectations | Increase the percentage of students scoring at approaching or met will increase to 50% on ELA and Math | Increase the percentage of students scoring at approaching or met will increase to 70% on ELA and Math | Increase the percentage of students scoring at approaching or met will increase to 80% in ELA and Math |
| English Learner indicator CELT and ELPAC | Current classifications for Identified Students | 100% of EL students will increase in English Language Proficiency by a minimum of 1 level. Reclassification rates will increase by 20% | 100% of EL students will increase in English Language Proficiency by a minimum of 1 level. Reclassification rates will increase by 20% | 100% of EL students will increase in English Language Proficiency by a minimum of 1 level. Reclassification rates will increase by 20% |

| | | | | |
|---|---|---|---|---|
| Annual SARC report on HQT | 100% highly qualified | 100% highly qualified with CLAD | same | same |
| Professional Development calendar and PD attendance logs | Some staff using iReady and Grade level assessments correctly | 100% of staff trained in use of program and assessments for iReady and adopted publisher programs 100% of staff trained in Google Classroom, technology integration (21st century skills) | 100% of Staff trained in PLC's, differentiation, data analysis, EL strategies, and student engagement | 100 % of staff trained in implementation of 21st century skills and communication strategies |
| Professional Development staff survey | less than 50 % of teacher report mastery on new program implementation/CC instruction/ lesson differentiation, assessment, technology use | 80% of teachers report mastery on program implementation including NGSS/CC Instruction/lesson differentiation, assessment, technology use | 95 % of teachers report mastery in CC instruction including NGSS, differentiation, assessment, project based instruction, | 100 % of teachers report mastery in CC instruction including NGSS, differentiation, assessment, project based instruction, |
| PLC meeting | PLC's are not used for student data | PLC minutes will demonstrate | PLC minutes will demonstrate | PLC minutes will demonstrate |

| minutes and Staff Agendas | analysis and instructional strategies/intervention development | discussions regarding data analysis | intervention strategy development | instructional practice changes |
|---|---|---|---|---|
| Parent Education calendar and event attendance logs | 2017 opportunities to participate in Parent education will be used as the baseline | 3 Parent Education Opportunities in CC and use of technology | 5 Parent Education Opportunities in CC and use of technology | 7 Parent Education Opportunities in CC and use of technology |

## PLANNED ACTIONS/SERVICES

### Action 1

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served    X All      Students with Disabilities      [Specific Student Group(s)]_____ |
| Location(s)    All schools    Specific Schools:_____      Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served   X English Learners    X Foster Youth    X Low Income |
| Scope of Services    LEA-wide    X School wide    **OR**      Limited to Unduplicated Student Group(s) |
| Location(s)    All schools    Specific Schools:_____      Specific Grade spans:_____ |

ACTIONS/SERVICES 1

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New   X Modified    Unchanged | New    Modified   X Unchanged | New    Modified   X Unchanged |
| Staff Classrooms and Programs with Highly Qualified Teachers | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount   $278, 029 | Amount   $286,370 | Amount   $294,961 |

| Source | LCFF Base 30%, supplemental/concentration 70% | Source | LCFF Base 30%, supplemental/concentration 70% | Source | LCFF Base 30%, supplemental/concentration 70% |
|---|---|---|---|---|---|
| Budget Reference | 1100 | Budget Reference | 1100 | Budget Reference | 1100 |

Action  **2**

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

| Students to be Served | All        Students with Disabilities        [Specific Student Group(s)]_____ |
|---|---|
| Location(s) | All schools        Specific Schools:_____        Specific Grade spans:_____ |

**OR**

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

| Students to be Served | X English Learners        X Foster Youth        X Low Income |
|---|---|
| Scope of Services | LEA-wide        X Schoolwide        **OR**        Limited to Unduplicated Student Group(s) |
| Location(s) | All schools        Specific Schools:_____        Specific Grade spans:_____ |

| | New   Modified   X Unchanged | New   Modified   X Unchanged |
|---|---|---|
| Adopt and Purchase Core curriculum materials including NGSS and web-based subscriptions | | |

[BUDGETED EXPENDITURES](#)

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $19,000 | Amount | 19,000 | Amount | $19,000 |
| Source | LCFF Base 30%, Lottery 20% Supplemental/Concentration 50% | Source | LCFF Base 30%, Lottery 20% Supplemental/Concentration 50% | Source | LCFF Base 30%, Lottery 20% Supplemental/Concentration 50% |
| Budget Reference | 4100,4200 | Budget Reference | 4100,4200 | Budget Reference | 4100,4200 |

Action 3

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served    All      Students with Disabilities      [Specific Student Group(s)]_____ |
| Location(s)    All schools      Specific Schools:_____      Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served    X English Learners      X Foster Youth      X Low Income |
| Scope of Services    LEA-wide      X Schoolwide      **OR**      Limited to Unduplicated Student Group(s) |
| Location(s)    All schools      Specific Schools:_____      Specific Grade spans:_____ |

| New   X Modified   Unchanged | New   Modified   X Unchanged | New   Modified   X Unchanged |
|---|---|---|
| Provide release time, coaches and professional development for CCCSS instructional strategies and curriculum/program implementation, data analysis, Digital library, PLC's, student engagement, 21st Century skills, EL strategies, and other identified areas including new program adoption and NGSS implementation. | | |

BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $8,000 | Amount | $8,000 | Amount | $8,000 |
| Source | 30% LCFF Base 70% Concentration/Supplemental | Source | 30% LCFF Base 70% Concentration Supplemental | Source | 30% LCFF Base 70% Supplemental Funds |
| Budget Reference | 5200,5210, 5810 | Budget Reference | 5200,5210, 5810 | Budget Reference | 5200,5210, 5810 |

Action 4

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | All        Students with Disabilities        [Specific Student Group(s)]_____ | |
| Location(s) | All schools        Specific Schools:_____ | Specific Grade spans:_____ |

OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | X English Learners        X Foster Youth        X Low Income | |
| Scope of Services | LEA-wide        X Schoolwide        OR        Limited to Unduplicated Student Group(s) | |
| Location(s) | All schools        Specific Schools:_____ | Specific Grade spans:_____ |

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New        Modified        Unchanged | New        Modified        X Unchanged | New        Modified        X Unchanged |
| Sustain and expand instructional time  and targeted intervention time for unduplicated pupils. | | |

BUDGETED EXPENDITURES

| | | Amount | | Amount | |
|---|---|---|---|---|---|
| | $5,000 | | $5,000 | | $5,000 |
| Source | Supplemental/Concentration | Source | Supplemental/Concentration | Source | Supplemental/Concentration |
| Budget Reference | 2100 | Budget Reference | 2100 | Budget Reference | 2100 |

Action 5

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | All        Students with Disabilities        [Specific Student Group(s)]_____ |

| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

OR

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

| Students to be Served | X English Learners | X Foster Youth | X Low Income |
| Scope of Services | LEA-wide | X School wide | **OR** | Limited to Unduplicated Student Group(s) |
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

## ACTIONS/SERVICES

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| X New    Modified    Unchanged | New    Modified    X Unchanged | New    Modified   X Unchanged |
| Hire an instructional coach to support teachers in technology integration and curriculum implementation. | | |

## BUDGETED EXPENDITURES

| Amount | $47,836 | Amount | $49,271 | Amount | $50,749 |
|---|---|---|---|---|---|
| Source | 30% LCFF Base 70% Concentration/Supplemental | Source | 30% LCFF Base 70% Concentration/Supplemental | Source | 30% LCFF Base 70% Concentration/Supplemental |
| Budget Reference | 1100 | Budget Reference | 1100 | Budget Reference | 1100 |

Action  **6**

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

| Students to be Served | All | Students with Disabilities | [Specific Student Group(s)]_____ |
| Location(s) | All schools | Specific Schools:_____ | Specific Grade spans:_____ |

OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | X English Learners | X Foster Youth | X Low Income |
| Scope of Services | LEA-wide    X School wide    **OR**    Limited to Unduplicated Student Group(s) | | |
| Location(s) | All schools    Specific Schools:_____    Specific Grade spans:_____ | | |

## ACTIONS/SERVICES  6

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New    Modified    Unchanged | New    Modified    X Unchanged | New    Modified    X Unchanged |
| Expand enrichment opportunities for all students, including unduplicated students. | | |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $15,000 | Amount | $15,000 | Amount | $15,000 |
| Source | LCFF Base | Source | LCFF Base | Source | LCFF Base |
| Budget Reference | 4315, 2100 | Budget Reference | 4315,2100 | Budget Reference | 4315,2100 |

Action **7**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | All    Students with Disabilities    [Specific Student Group(s)]_____ |
| Location(s) | □ All schools    Specific Schools:_____    Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | X English Learners | X Foster Youth | X Low Income |

| Scope of Services | LEA-wide | X Schoolwide | **OR** | | Limited to Unduplicated Student Group(s) |
|---|---|---|---|---|---|
| Location(s) | All schools | Specific Schools:_____ | | Specific Grade spans:_____ | |

| X New   Modified   Unchanged | New   Modified   X Unchanged | New   Modified   X Unchanged |
|---|---|---|
| Parent Education and Communication | | |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $2,000 | Amount | 2,500 | Amount | $3,000 |
| Source | Supplemental/Concentration | Source | Supplemental/Concentration | Source | Supplemental/Concentration |
| Budget Reference | 5815, 5900 | Budget Reference | 5815,5900 | Budget Reference | 5815,5900 |

| X New | Modified | Unchanged |
|---|---|---|

| **Goal 2** | Goal 2: Increase use of technology through, knowledge, expertise, instructional integration, communication and regular utilization of technology resources for all students and staff in conjunction with CCCSS instruction and 21st Century instructional practices. |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE  X 1   X 2    3   X 4    5    6    7    8 <br><br> COE    9    10 <br><br> LOCAL  _____ |
|---|---|
| Identified Need | Based upon staff and parent surveys and student performance scores. There is a need to: 1) Expand, enhance, enrich technological instruction and access, school-wide, to technology tools/ resources to fully implement the CCCSS, 21st Century learning, and CAASPP system/ school benchmark assessments; 2) Give universal access to a broad course of study for all students; 3) Train and support all staff on the use of current |

and future technology tools and technology integration strategies to support all learners and expand home/school communication; 4) Provide parents 24/7 access to student resources, progress and academic achievement and to improve and expand IT support to students and staff

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| CA Dashboard ELA and Math Scores | 2017- ELA and Math All students and subgroups unknown at this time | Average Growth of a minimum of 10 points in All students and all subgroups | Average Growth of a minimum of 15 points in All students and all subgroups | Average Growth of a minimum of 15 points in All students and all subgroups |
| Technology proficiency staff survey | Initial results showing proficiency | 85% of staff will demonstrate proficiency with 21st Century Skills and tools. | 90% of staff will demonstrate proficiency with 21st Century Skills and tools. | 100% of state will demonstrate proficiency with 21st Century Skills and tools. |
| Annual parent survey on technology tools, home/school communication and student access | 2017 Survey results | 5% growth of parents, students satisfied and comfortable with technology resources, tools, communication and access | 5% growth of parents, students satisfied and comfortable with technology resources, tools, communication and access | 5% growth of parents, students satisfied and comfortable with technology resources, tools, communication and access |
| Web-based program dashboards | 40% 0f students regularly use and show growth on required programs | 60% of students regularly use and show growth on required programs | 80% of students regularly use and show growth on required programs | 100% of students regularly use and show growth on required program |
| Annual/biannual teacher observations/ evaluations | 2017 Survey Results | 100% of teachers will be marked as satisfactory or better in common core implementation/21st century skills instructional strategies | Same | Same |

| | | | | |
|---|---|---|---|---|
| Professional Development calendar and attendance logs | Some staff using web-based programs to support student learning | 100% of staff trained in use of appropriate grade level programs, assessments, Google Classroom. | Same | Same |
| Web-based program lists and student enrollment | Calculate baseline with 2017 program subscriptions in place | 80% of students will show participation and growth on designated/adopted web-based programs | 100% of students will show participation and growth on designated/adopted web-based programs | Same |
| Professional Development staff survey | 60% of teacher report mastery on new program implementation/CC instruction/ lesson differentiation, assessment, technology use | 80% of teachers report mastery on program implementation including NGSS/CC Instruction/lesson differentiation, assessment, technology use | 95 % of teachers report mastery in CC instruction including NGSS, differentiation, assessment, project based instruction, | Same |

## 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 | All          Students with Disabilities          [Specific Student Group(s)]_____ |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students to be Served | X English Learners          X Foster Youth          X Low Income | |
| Scope of Services | LEA-wide          X Schoolwide          **OR**          Limited to Unduplicated Student Group(s) | |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ | |

ACTIONS/SERVICES  1

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New      Modified      Unchanged | New      Modified      X Unchanged | New      Modified      X Unchanged |
| Provide professional development focused on technology integration, Google Classroom, curriculum software adoptions etc. * See action /services # 3 and # 5 Goal 1 | | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | See expenses from Actions and services #3 & 5, goal 1 | Amount | See expenses from Actions and services #3 & 5, goal 1 | Amount | See expenses from Actions and services #3 & 5, goal 1 |
| Source | 30% LCFF Base 70% Concentration Funds | Source | 30 % LCFF 70 %  Concentration Funds | Source | 30% LCFF 70% Concentration Funds |
| Budget Reference | 5200,5210, 5810,1100 | Budget Reference | 5200,5210, 5810, 1100 | Budget Reference | 5200,5210, 5810, 1100 |

Action      **2**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | All | Students with Disabilities | [Specific Student Group(s)]_____ |
| Location(s) | All schools spans:_____ | Specific Schools:_____ | Specific Grade |

<div align="center">**OR**</div>

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | | |
|---|---|---|---|
| Students to be Served | X English Learners | X Foster Youth | X Low Income |
| Scope of Services | LEA-wide | X Schoolwide | **OR** | Limited to Unduplicated Student Group(s) |
| Location(s) | All schools spans:_____ | Specific Schools:_____ | Specific Grade |

## ACTIONS/SERVICES 2

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New    Modified    Unchanged | New    Modified    X Unchanged | New    Modified    X Unchanged |
| Implement Technology Committee to Research and implement digital programs for student learning emphasizing higher DOK levels,, the 4 C's 21st century skills (critical thinking, creativity,collaboration,, communication). Stipend | | |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $2000 | Amount | $3000 | Amount | $4000 |
| Source | LCFF Base 30%, Supplemental/Concentration 70% | Source | LCFF Base | Source | LCFF Base |

| Budget Reference | 1100,2100 | Budget Reference | 1100,2100 | Budget Reference | 1100,2100 |
|---|---|---|---|---|---|

## Action 3

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | All     Students with Disabilities     [Specific Student Group(s)]_____ |
| Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | X English Learners     X Foster Youth     X Low Income |
| Scope of Services | LEA-wide     X Schoolwide    **OR**     Limited to Unduplicated Student Group(s) |
| Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ |

### ACTIONS/SERVICES 3

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New    Modified    Unchanged | New    Modified    X Unchanged | New    Modified    X Unchanged |
| Provide necessary resources at each grade level to fully implement 2st Century grade level skills and components from all plans including devices and related tools/programs for instruction and assessment. | | |

### BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | See Goal 1, Action # 2 | Amount | See Goal 1, Action # 2 | Amount | See Goal 1, Action # 2 |

| Source | 4300 | Source | 4300 | Source | 4300 |
|---|---|---|---|---|---|
| Budget Reference | 30% LCFF Base 70% Concentration/Supplemental | Budget Reference | 30% LCFF Base 70% Concentration/Supplemental | Budget Reference | 30% LCFF Base 70% Concentration/Supplemental |

Action  **4**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | All          Students with Disabilities          [Specific Student Group(s)]_____ |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | X English Learners          X Foster Youth          X Low Income |
| Scope of Services | LEA-wide          X Schoolwide          **OR**          Limited to Unduplicated Student Group(s) |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

ACTIONS/SERVICES  4

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New     Modified     Unchanged | New   X Modified     Unchanged | New   Modified          X Unchanged |
| Provide IT and technology support services | Same | Same |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|

| Amount | $13,000 | Amount | $15,000 | Amount | $17,000 |
|---|---|---|---|---|---|
| Source | 30% LCFF Base 70% Concentration/Supplemental | Source | 30% LCFF Base 70% Concentration/Supplemental | Source | 30% LCFF Base 70% Concentration/Supplemental |
| Budget Reference | 5800 | Budget Reference | 5800 | Budget Reference | 5800 |

## Action  5

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students t be Served    All          Students with Disabilities        [Specific Student Group(s)]_____ |
| Location(s)    All schools      Specific Schools:_____        Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students tob Served  X English Learners        X Foster Youth        X Low Income |
| Scope of Services    LEA-wide        Schoolwide      **OR**          Limited to Unduplicated Student Group(s) |
| Location(s)    All schools      Specific Schools:_____        Specific Grade spans:_____ |

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| X New      Modified      Unchanged | New      Modified   X Unchanged | New      Modified   X Unchanged |
| Provide technological devices for student use outside of the school day with internet connectivity to the home | Same | Same |

[BUDGETED EXPENDITURES](#)

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $1000 | Amount | $1000 | Amount | $1000 |
| Source | Supplemental/ Concentration Funds | Source | Supplemental/ Concentration Funds | Source | Supplemental/ Concentration Funds |
| Budget Reference | 4300 | Budget Reference | 4300 | Budget Reference | 4300 |

Action    **6**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students t be Served | All          Students with Disabilities          [Specific Student Group(s)]_____ |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students tob Served | X English Learners          X Foster Youth          X Low Income |
| Scope of Services | LEA-wide          X  Schoolwide          **OR**          Limited to Unduplicated Student Group(s) |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New      Modified      Unchanged | New      Modified   X Unchanged | New      Modified   X Unchanged |
| Provide parent education and trainings for parents in technology use, communication and CCCSS to extend learning beyond the classroom. - | | |

BUDGETED EXPENDITURES

| Amount | $1,000 |
|---|---|
| Source | 50% Supplemental 50% Concentration Funds |
| Budget Reference | 5810 |

| Amount | $1,000 |
|---|---|
| Source | 50% Supplemental 50% Concentration Funds |
| Budget Reference | 5810 |

| Amount | $1,000 |
|---|---|
| Source | 50% Supplemental 50% Concentration Funds |
| Budget Reference | 5810 |

| X New | Modified | Unchanged |
|---|---|---|

| Goal 3 | Goal 3: Provide a safe, positive and secure school environment for all staff and students. Enhance and improve student engagement, attendance, and achievement for all students. |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE   1   X 2   X 3   X 4   X 5   X 6   X 7   X 8 |
|---|---|
| | COE         9     10 |
| | LOCAL  VISION: Woodward Leadership Academy's goal is raise the achievement levels of ALL (African American and Latino/Hispanic) students within San Bernardino County, through a rigorous academic program that will foster scholarly habits, nurture leadership skills and develop strong character qualities needed to flourish throughout their educational career and in life. |
| Identified Need | Based upon parent, staff and student surveys, there is a need for:

1) Enhanced/expanded and improved operations and support services to insure safety and appropriate levels of support for students and staff;
2) Fully implement a no-tolerance policy for bullying and harassment at all grade levels; |

3) Increase student engagement, attendance and achievement;

4) Increase feeling of connectivity of students and families to the school community

EXPECTED ANNUAL MEASURABLE OUTCOMES+

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| CA Dashboard ELA and Math Scores | 2017- ELA and Math All students and subgroups unknown at this time | Average Growth of a minimum of 10 points in All students and all subgroups | Average Growth of a minimum of 15 points in All students and all subgroups | Average Growth of a minimum of 15 points in All students and all subgroups |
| Annual parent, staff and student surveys on feelings of safety, school engagement, bullying | 2017 Survey results for staff, students, parents | 70% of students, staff and parents will feel safe, feel engaged, and show a decrease in bullying | 80% of students, staff and parents will feel safe, feel engaged, and show a decrease in bullying | 90% of students, staff and parents will feel safe, feel engaged, and show a decrease in bullying |
| Discipline Referrals to the Office or Counselor | 2017 Number of Referrals to Counselor or Principal | 50% decrease in referrals to counselor or principal | 20% decrease in referrals to counselor or principal | 10% decrease in referrals to counselor or principal |
| Accident Reports Summary | 2017 EOY Accident Report Summary | 1% Decrease in Accident Reports | 1% Decrease in Accident Reports | 1% Decrease in Accident Reports |
| CA Dashboard | 2015 Results: 6 % Suspension rate | Suspension rate will decrease to 4% | Suspension rate will decrease to 2% | Suspension rate will decrease to 1% |
| Aeries Attendance Rates | 2017 Attendance Rate of 90.58% | Increase attendance rates by 2% | Increase attendance rates by 2% | Increase attendance rates by 2% |
| Before and After School | 2017 Enrichment/Intervention | 3 additional courses/activities will be | 3 additional courses/activities will be | 1 additional course/activity will be added showing 75% or more |

| Attendance Logs | Logs | added showing 75% or more enrollment capacity | added showing 75% or more enrollment capacity | enrollment capacity |
|---|---|---|---|---|
| Student Recognition Activity/Event List | 2017 Log of activities/events | 3 new activities or events | 2 activities or events | 1 activity or event |
| PBIS Professional Development calendar and attendance logs | No Program | 100% of staff in PBIS concepts and strategies with 100% implementation | Same | Same |
| Classroom and School Discipline Plans, Teacher Evaluations | 2017 Current adopted plan, inconsistent classroom plans, inconsistent implementation | Revised plan, 100% classroom teachers have aligned and posted plan, 100% Evaluations reflect satisfactory or approaching in management | Revised plan, 100% classroom teachers have aligned and posted plan, 100% Evaluations reflect satisfactory in management | Same |
| Parent Participation Logs | 2017 Attendance sheets for participation at parent education and school events/activities | 10% Increase in parent participation | 15% Increase in parent participation | Same |

## 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 | All          Students with Disabilities          [Specific Student Group(s)]_____ |
|---|---|
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | X  English Learners          X Foster Youth          X Low Income |
| Scope of Services | LEA-wide          X  Schoolwide          **OR**          Limited to Unduplicated Student Group(s) |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

## ACTIONS/SERVICES  1

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New     Modified     Unchanged | New   Modified   X Unchanged | New     Modified   X  Unchanged |
| Provide staff development and Implement PBIS (Positive Behavioral Intervention & Support)  program school-wide | | |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $10,000 | Amount | $10,000 | Amount | $10,000 |
| Source | LCFF Base 50%, Supplemental/Concentration 50% | Source | LCFF Base 50%, Supplemental/Concentration 50% | Source | LCFF Base 50%, Supplemental/Concentration 50% |
| Budget Reference | 5810 | Budget Reference | 5810 | Budget Reference | 5810 |

Action **2**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students t be Served</td><td>All      Students with Disabilities     [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>All schools     Specific Schools:_____     Specific Grade spans:_____</td></tr>
</table>

<div align="center"><strong>OR</strong></div>

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students tob Served</td><td>X English Learners     X Foster Youth     X Low Income</td></tr>
<tr><td>Scope of Services</td><td>LEA-wide     X  Schoolwide     <strong>OR</strong>     Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>All schools     Specific Schools:_____     Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES  2

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New   Modified   Unchanged | New   Modified   X Unchanged | New   Modified   X Unchanged |
| Incentives for attendance and punctuality | Incentives for attendance and punctuality | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $3000 | Amount | $3,000 | Amount | $3,000 |
| Source | LCFF Base 20% 80% supplemental funds | Source | LCFF Base 20% 80% supplemental funds | Source | LCFF Base 20% 80% supplemental funds |
| Budget Reference | 4300 | Budget Reference | 4300 | Budget Reference | 4300 |

Action 3

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students t be Served | All      Students with Disabilities      [Specific Student Group(s)]_____ |
| Location(s) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students tob Served | X English Learners      X Foster Youth      X Low Income |
| Scope of Services | LEA-wide      X  Schoolwide      **OR**      Limited to Unduplicated Student Group(s) |
| Location(s) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

ACTIONS/SERVICES 3

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| New    X Modified     Unchanged | New    Modified    X  Unchanged | New    Modified    X Unchanged |
| Dedicated counseling time | Dedicated counseling time | |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $20,000 | Amount | $25,000 | Amount | $30,000 |
| Source | Special Ed | Source | Special Ed | Source | Special Ed |
| Budget Reference | 5800 | Budget Reference | 5800 | Budget Reference | 5800 |

Action  **4**

**OR**

ACTIONS/SERVICES 4

| 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- |
| X New          Modified          Unchanged | New    Modified    X Unchanged | New          Modified    X Unchanged |
| Implement a universal screening behavior tool. | Implementation of a universal screening behavior tool. | Continue with tool |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
| --- | --- | --- | --- | --- | --- |
| Amount | $1000 | Amount | $1500 | Amount | $2,000 |
| Source | Supplemental/Concentration funds | Source | Supplemental/Concentration funds | Source | Supplemental/Concentration funds |
| Budget Reference | 4315 | Budget Reference | 4315 | Budget Reference | 4315 |

Action      **5**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students t be Served | All          Students with Disabilities          [Specific Student Group(s)]_____ |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ |

<div align="center">

**OR**

</div>

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | | |
|---|---|---|
| Students tob Served | X English Learners          X Foster Youth          X Low Income | |
| Scope of Services | LEA-wide          X  School wide          **OR**          Limited to Unduplicated Student Group(s) | |
| Location(s) | All schools          Specific Schools:_____          Specific Grade spans:_____ | |

## ACTIONS/SERVICES 5

| **2017-18** | **2018-19** | **2019-20** |
|---|---|---|
| X New          Modified          Unchanged | New     X Modified     X Unchanged | New          Modified     X Unchanged |
| Implement a Multi-Tier System of Support (MTSS) | Implement and Maintain MTSS | Maintain a Multi-Tier System of Support (MTSS) |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $5000 | Amount | $5000 | Amount | $5000 |
| Source | LCFF base 50%, Supplemental/Concentration 50% | Source | LCFF base 50%, Supplemental/Concentration 50% | Source | LCFF base 50%, Supplemental/Concentration 50% |
| Budget Reference | 1200,1300 | Budget Referenc | 1200,1300 | Budget Referenc | 1200,1300 |

## Action 6

| | |
|---|---|
| Students t be Served | All     Students with Disabilities     [Specific Student Group(s)]_____ |
| Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ |

### OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students tob Served | X English Learners     X Foster Youth     X Low Income |
| Scope of Services | LEA-wide     X Schoolwide    **OR**     Limited to Unduplicated Student Group(s) |
| Location(s) | All schools     Specific Schools:_____     Specific Grade spans:_____ |

## ACTIONS/SERVICES 6

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New    Modified    Unchanged | New    X Modified    X Unchanged | New    Modified    X Unchanged |
| Behavior Intervention supports | | |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | See Action # 5 | Amount | See Action # 5 | Amount | See action # 5 |
| Source | LCFF base | Source | LC FF base | Source | LCFF base |
| Budget Reference | 1200,1300 | Budget Reference | 1200, 1300 | Budget Reference | 1200.1300 |

## Action 7

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students t be Served | All      Students with Disabilities      [Specific Student Group(s)]_____ |
| Location(s) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

<div align="center"><strong>OR</strong></div>

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students tob Served | X English Learners      X Foster Youth      X Low Income |
| Scope of Services | LEA-wide      X Schoolwide      **OR**      Limited to Unduplicated Student Group(s) |
| Location(s) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

## ACTIONS/SERVICES 7

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| X New    Modified    Unchanged | New    Modified    X Unchanged | New    Modified    X Unchanged |
| Provide funding for families to receive information and support in the appropriate language | | |

## BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | $5000 | Amount | $5000 | Amount | $5000 |
| Source | Supplemental/Concentration funds | Source | Supplemental/Concentration funds | Source | Supplemental/Concentration funds |
| Budget Reference | 1200 | Budget Reference | 1200 | Budget Reference | 1200 |

Action    **8**

| | |
|---|---|
| Students to be Served | All        Students with Disabilities       [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools      Specific Schools:_____      Specific Grade spans:_____ |

**OR**

| | |
|---|---|
| Students to be Served | X English Learners       X Foster Youth       X Low Income |
| Scope of Services | LEA-wide      X Schoolwide     **OR**      Limited to Unduplicated Student Group(s) |
| Location(s) | All schools      Specific Schools:_____      Specific Grade spans:_____ |

| X New   Modified   Unchanged | New   Modified   X Unchanged | New    Modified    X Unchanged |
|---|---|---|
| Parent Education and Communication | | |

## BUDGETED EXPENDITURES

| **2017-18** | | **2018-19** | | **2019-20** | |
|---|---|---|---|---|---|
| Amount | $2,000 | Amount | 2,500 | Amount | $3,000 |
| Source | Supplemental/Concentration | Source | Supplemental/Concentration | Source | Supplemental/Concentration |
| Budget Reference | 5815, 5900 | Budget Reference | 5815,5900 | Budget Reference | 5815,5900 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

| LCAP Year | X 2017–18      2018–19      2019–20 |
|---|---|

| Estimated Supplemental and Concentration Grant Funds: | ____$257,082_____ | Percentage to Increase or Improve Services: | ____33.64%__ |
|---|---|---|---|

General Fund Page **50** of

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 school wide or LEA-wide basis. Include the required descriptions supporting each school wide or LEA-wide use of funds (see instructions).

As stated earlier in this LCAP, Woodward Leadership Academy has over 84% unduplicated student count, so all actions and services targeted for EL, low income and Foster Youth are eligible for school side implementation.  WLA has dedicated $286,855.00 which is a significant increase over 2016-17 and more than the required  33.64% increased services provided to all students as described below:

Begin counseling program for academic, social-emotional, and behavioral support, Goal 3

Refine and improve services to our EL population through professional learning, supporting language across content areas, and expansion of CLAD/SDAIE strategies in all classrooms  (Goal 1  Action 1-7)

Prioritize access to intervention during the school day for targeted students (Goal 1)

Increase enrichment opportunities for our targeted students (Goal 1 A)

Provide progress monitoring tools and training for teachers using PLCs to review data and make decisions on instructional practices for all students, with a focus on targeted students (Goal 1 )

Provide instructional coaching to help teacher develop best instructional practices for targeted students (Goal 1)

Provide intervention programs that ensure targeted students receive effective first instruction (tier 1) and priority intervention services (tier 11) that results in increased/improved academics and behavior outcomes for students in need (Goal 1 and Goal 3 )

(Goal 1 Action 2 and Goal 3 Action 5, 6)

Provide Parent Education in all areas of program implementation and increase parent communication for student performance, attendance, and student success.(Goal 1 & goal 3)

These specific actions and services exceed the minimum proportionality rate to improve the educational program for our targeted students.

Woodward Leadership Academy is creating a system to support academic and social emotional excellence through:

- Highly qualified and trained teachers, administrator, and support staff who can effectively integrate and implement 21st century teaching and learning through a well defined schedule of professional learning, a strong instructional delivery system engaging all students fostering powerful teaching and learning for all students
- A strong program of early education based literacy and numeracy development so students are better prepared to succeed academically and emotionally in later grades.
- Multiple tiers of intervention fostering on literacy, numeracy, and social emotional support.  Well taught differentiated instruction for all students with a focus on underperforming students.
- Structures and systems supporting highly engaged families in meaningful two-way communication.  Designed parent level engagement practices to include parent input, be sensible to parents' background and situation, and providing opportunities for parent as partners.

Therefore funds were allocated for students in the following actions and services, which were identified as the most effective use of funds to meet the

goals for unduplicated pupils in the state and local priority areas:
- Professional development  (Goal 1,2,3)
- Instructional coaching (Goal 1 and 2)
- Expansion of technology Integration (Goal 1 and 2)
- Student Engagement (Goal 3)
- Family Outreach, Engagement, and Education ( Goal 1,2,3)
- Interventions and Support (Goal 1,3)

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

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

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

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

    (2) The total number of cohort members.

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

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# APPENDIX B: GUIDING QUESTIONS

**Guiding Questions: Annual Review and Analysis**

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

**Guiding Questions: Stakeholder Engagement**

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

**Guiding Questions: Goals, Actions, and Services**

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