

WINTERS JOINT UNIFIED SCHOOL DISTRICT

2019/20 LCAP Quarterly Update

Proposed Goals, Actions/Services & Funding

Goal 1: WJUSD is committed to preparing students to be college and career ready.

- Ensure that students have the tools, knowledge and skills needed for college and career pathways, beginning in Kindergarten and continuing strategically until graduation
- Promote the essential skills, knowledge and literacies necessary for future success
- Tailor instructional programs to meet student needs
- Provide appropriate technological resources for current teaching and learning trends

Actions/Services for Goal 1:

	Proposed Action/Services
1.	Provide an Assistant Superintendent of Educational Services to ensure equitable access to appropriate educational programs for all students. The Assistant Superintendent is responsible for but not limited to the following programs: Curriculum, Instruction, Assessment, Special Education, Professional Development, English Language Development and Developmental Bilingual Education. Amount: \$173,956 (LCFF Supplemental/Concentration & Other - Title I, Title II, Title III, Special Ed)
	● As of December 31, 2019, \$86,143 (50%) of the budget for this position has been expended. ● In addition to the programs identified in Action, 1, the Assistant Superintendent also provides leadership for the District's Professional Growth Cycle, including the support for administrators and Instructional Coaches, and District-wide Professional Development initiatives.
2.	School Site Based Block Grants will be provided to sites for support programs that develop the knowledge and skills needed for career & college exploration. Each site will be expected to develop a site plan for the funds. The funds should be directed to the following: field trips, guest speakers, needed supplies, materials and software and specifically target English Learners, Developmental Bilingual Education, Special Education, Foster, and Economically Disadvantaged students. These funds will also be used to maintain CTE/ROP materials and supply budgets. Amount: \$12,000 (LCFF Supplemental/Concentration)
	● As of December 31, 2019, \$4,104 (34%) of the budget for block grants has been expended and encumbered for the purchase of books, supplies and field trips. ● At WES this year, so far this block grant has funded the Read for Meaning Literacy Assembly and Family Night planned for 2/25/20 (Phil Tulga) that incorporates reading and music in an engaging student assembly for each grade, as well as a family engagement night. ● At Rominger we will purchase Mystery Science Lab supplies for fourth and fifth grade for their experiments. We will also have release days for teachers for data analysis and planning conversations on i-Ready data. ● Winters Middle School: ○ Committees: The district-wide Innovative Partnerships Committee, headed by Liz Coman, met for the first time this year on September 10th. The goal of this group is

	to "bridge the gap" between the education community and the workforce/business community. The committee is tasked with creating opportunities for students to explore potential future post-secondary pathways. Oscar Garcia, Assistant Principal, will be the WMS committee representative. ○ Curriculum: Carla Tibble from Winters Soroptimist is collaborating with Lizette Ortiz about implementing the "Dream It, Be It" curriculum for young women as a potential after school program. ○ Field Trips: WMS has scheduled a field trip to the Mondavi Center for all 8th graders on October 16th. Students will hear from Terry Virts, astronaut and former commander of the International Space Station. This event links to Science, Technology, Engineering, and Math (STEM) pathway. WMS Band students attended a private concert performed by the US Air Force Band of the Golden West on December 5th. ○ Programs: The Educational Talent Search (ETS) program has begun recruiting a cohort of 8th graders. The program vision is to "encourage and assist middle school and high school students from low-income families to pursue a post-secondary education." The Educational Talent Search (ETS) program recruited a cohort of 13 8th graders and held its first workshop on 12/5. The cohort will continue to grow until 25 students enroll. ETS will host its first field trip to the Cal State East Bay Summit on 2/8. ○ Programs: Diane Halsey, Engineering Teacher at Winters High School, has initiated a Robotics Club for WMS students. The club met for the first time on September 16th. The club meets weekly after school on Tuesdays at WHS. At present 5 WMS students attend regularly. ○ STEM Squad, an after-school STEM Club, run by UC Davis graduate students, will begin in November. STEM Squad will meet twice monthly and participants will enjoy hands-on thematic lessons and activities. STEM Squad Program Coordinator, Hannah Nelson, is also working with Google representatives to bring a career-themed event to WMS with an emphasis on computer science and engineering concepts. With planning for this event underway, administration will table the tentative Career Fair put forth in the first update. ○ Administration is currently planning for a Career Fair before spring break. This activity aligns with the 6th - 8th grade pathways commitment ("Explore") and the board belief to sustain strong community, business, and college relationships. ● WHS has partially funded Link Crew with LCAP 1 site funds. Link Crew connects incoming freshman with Juniors and Seniors prior to the school year and incorporates activities and lessons to strengthen school ties and give new students another person on campus to connect with. ● Additional WHS has received a CAPP (California Academic Partnership Program) Grant to help measure the efficacy and equity of our Explore program and to study college readiness. ● WHS has purchased ALEKS, a mathematics intervention/supplementary online curriculum, for the rest of the school year (Title 1 funds) and is exploring some options to do something similar with our ELA program. FYI - i-Ready does not have a high school intervention on their platform.
3.	Implementation of K-5 Developmental Bilingual Education Program. Classroom teacher staffing will be provided as follows: ● 2 FTE for K, 2 FTE each for grades 1 & 2, 2 FTE each for grades 3 & 4, 1 FTE for grade 5, for a total of 11 FTE. Instructional Aid staffing will be provided as follows: ● 1.3 FTE for grades K-5, .625 FTE for grades 6-8, .21 FTE for WCHS. Amount: \$978,008 (LCFF Supplemental/Concentration)

	- As of December 31, 2019, \$395,851 (41%) of the budget for these positions has been spent. - WES's DBE program is fully staffed and our Kindergarten program is currently at capacity with a waitlist. Waggoner has two K, two first grade, and two second grade DBE classes staffed with bilingual teachers. - In Rominger's third and fourth grade DBE classrooms one teacher gives instruction in English and the other in Spanish. The students' schedules show that they receive 50% of their instruction in English and 50% in Spanish. Mr. Melchor, our fifth grade DBE teacher delivers 50 % Spanish and English 50% instruction to his students. Mr. Melchor has an instructional aide in his classroom 3 ½ hours a day to support student learning. - WMS (PG) - Our Transitional Bilingual Education program consists of an Introduction to Spanish class serving 29 students and a Heritage Spanish class for native speakers serving 20 students. 3 8th grade students with advanced language skills participate in the high school Spanish elective class. Additionally, two part-time bilingual aides support small clusters of newcomer English Learner students to help them access the rigor of the core.
4.	Implementation of Developmental Bilingual Education Program. Provide additional funding for supplemental supplies and materials for Developmental Bilingual Education. Amount: \$2,750 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$969 (35%) has been expended and encumbered for DBE supplies. - WES's DBE program currently serves two classes per grade level in grades Kindergarten through second grade - SRIS (MM) At Rominger, our DBE program had a Dia de Los Muertos celebration where all students performed songs and had pan de muerto and hot chocolate. We also had our first DBE Posada. It was organized by our DBE parents and staff. Students sang traditional songs and ate delicious food.
5.	Provide ELD (English Language Development) Staffing (1.3 FTE). Staffing will be provided as follows: 0.63 FTE at WMS 0.50 FTE at WHS 0.17 FTE at Wolfskill Amount: \$108,684 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$38,995 (41%) of the budget for these positions has been spent. - WMS (PG) -6th, 7th, and 8th graders received their designated English Language Development (ELD) minutes via a support elective period. In 2018-19, these classes were organized in grade level groups. This year, they were initially organized by proficiency band. At the trimester students were regrouped into 6th/7th classes organized by level and one 8th grade pure class. The 8th grade class includes a technology focus to heighten relevance. Newcomer students receive two periods of English instruction in a Structured English Immersion Core class. We will continue to track the efficacy of our designated ELD program by reviewing student performance on Milestones assessments, iReady diagnostics, ELPAC, and CAASPP. We will also compare reclassification rates from prior years and models. In December 2018 eleven WMS students were reclassified. In September of 2019 twenty-two WMS students were reclassified. - WHS has again allotted one section of ELD in the master schedule for newcomers to access ELD and ELA (English Language Arts) standards. Other ELD instruction occurs in ELA sections and Study Skills sections. There are currently 15 students enrolled in the section.
6.	Provide funding for Instructional materials, consumables and textbooks in Spanish and English and support for English Learners by providing after-school tutoring. Amount: \$28,000 (LCFF Supplemental/Concentration)

	- As of December 31, 2019 \$4,807 (17%) of the budget for additional textbooks, supplies and support has been spent/encumbered. - All of our DBE classrooms have Spanish textbooks and consumables. - The ELD/Spanish teachers at WHS are developing a budget for these funds which will include Spanish materials for core courses. - WES (JK) In November, supplemental SIPPS phonics materials were purchased for grades K-2. SIPPS is a program that provides systematic instruction in phonics, phonemic awareness, and sight words. Teachers have received initial training in use of the materials and we have already seen significant growth with our students on grade level literacy assessments. Along with the SIPPS instructional materials, the block grant has also provided teachers with supplies for students for grade level differentiated reading blocks and intervention.
7.	Provide support for students with additional Library services with the following staffing: at 0.35 FTE at SRIS 0.38 FTE at WHS Amount: \$32,500 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$11,116 (34%) of the budget for these positions has been spent. - We have a full time Library Clerk at Rominger. All classes visit once a week to check out books. The library is also open during recess and lunch. The library clerk is also working on reading incentives. - A librarian and library tech are staff members in the WHS/Winters Joint Use Library.
8.	Provide Reading Intervention Support through a 1.5 FTE for K- 5 students. The focus and goal of this role will be to have students reading at grade level by the end of the third grade year. Reading Intervention Teachers 1.5 FTE Amount: \$112,603 (LCFF Supplemental/Concentration + Title 1 & CSI)
	- As of December 31, 2019, \$60,034 (40%) of the budget for these positions has been spent. It should be noted that the total budget is \$150,369 and the funding sources are LCFF Supplemental/Concentration + Title I) - Reading intervention at Waggoner will include Kindergarten, new this year, as well as first and second grades this year. Grade level differentiation blocks will provide support to all students that will target specific individual needs. - WES (JK) Reading intervention is underway at Waggoner. First and second grades have a 40 minute block 4 days each week for intervention and differentiated language arts instruction. Kindergarten has a 30 minute block for this purpose as well. Data is collected for all students and is analyzed by grade level teams. Waggoner has also been revamping the assessment and data systems this year. - At Rominger we have a full time Reading Intervention teacher that serves students who need additional reading support based on i-Ready scores. She works with seven different reading groups daily. After taking the second i-Ready diagnostic assessment she reconfigured her reading groups to support the students who needed the extra reading support.
9.	Provide summer school intervention and enrichment support programs for grades Pre-K - High School. These programs are intended for remedial support and extension opportunities that utilize technology or alternative methods to learning. Amount: \$8,000 (LCFF Supplemental/Concentration)
	As of September 30, 2019, \$7 has been spent for summer school supplies. (No Change)

10.	Education specialists and District staff will meet monthly to identify/develop evidence-based interventions, strategies, and activities by using data to develop, implement, monitor, and evaluate improvement efforts at schools identified for Comprehensive Support and Improvement and all schools District-wide. Funding for this action will provide staffing at school sites to provide intervention in areas of reading and mathematics, as well as support for the District's Multi-Tiered Systems of Support and Student Study Team process. Staffing allocations will be: ● 0.67 FTE at Waggoner ● 0.25 FTE at SRIS ● 0.25 FTE at WMS ● 0.25 FTE at WHS ● 0.25 FTE at Preschool Amount: \$121,022 CSI/Low Performing Block
	● As of December 31, 2019, \$66,612 (55%) of the budget for these positions has been spent. It should be noted that these positions are being paid for through the Special Education Budget. ● WMS (PG) - Four ELD sections and two Sheltered English Immersion sections are reserved within our master schedule to provide English Learners with designated language instruction. Additionally, all students with Individual Education Plans now receive English Language Arts and Mathematics instruction in a general education classroom. Some of these students receive support via a push-in model where Education Specialists and Instructional Aides provide support. There are seven push-in sections embedded within the school day. This co-teaching approach creates a more inclusive model allowing all students to access the rigor of the core while still receiving identified accommodations. In 2017-18 one five pull-out ELA and Mathematics courses were offered. In 2018-19 three pull-out ELA and Mathematics courses were offered. In 2019-20 no pull-out ELA and Mathematics courses remain on our master schedule. ● WHS' Ed Specialists provide resources and services to mainstreamed students and general education teachers in several ways including co-teaching, classroom observation of students, planning and instruction of pre-teaching and re-teaching of content, and modeling differentiation.
11.	Maintain TK-12 Music program for the development and support of student learning, including the following additional staffing: ● 0.33 FTE at Waggoner Amount: \$26,370 (LCFF Supplemental/Concentration)
	● As of December 31, 2019, \$12,656 (40%) of the budget for this position has been spent. ● All Waggoner students have music once a week for 30 minutes. During this 30 minute block, students enjoy singing as well as playing rhythm instruments and learning basic music theory and appreciation.
12.	Provide funds for support for K-12 Music program development and support. Amount: \$4,000 (LCFF Supplemental/Concentration)
	● As of December 31, 2019, \$1,744 (44%) of the budget has been encumbered for music supplies. ● Our music teacher meets with all of our classes once a week for 50 minutes. They play games, sing songs, and have an introduction to musical instruments such as recorders in his classes. ● WMS (PG) - Three sections of music are offered at WMS this school year (Choir, Beginning

	Band, and Intermediate Band). These courses provide 6th through 8th grade students with an introduction to the fundamentals of music, opportunities to perform outside of the classroom, and a sense of personal achievement. Enrollment totals are down this year. In 2018-19 our music program served over 80 students. This year, 59 students are enrolled in music courses at WMS. Ongoing staffing changes in the prior school year may have contributed to this attrition. We will increase our outreach and recruitment efforts this year to increase enrollment. WHS is offering four music courses this school year with well over 100 students enrolled.
13.	Provide a Director of Innovation and Technology to support implementation of instructional technology and to guarantee equitable access to technology for all students. Amount: \$124,050 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$74,712 (50%) of the budget for this position has been spent. - The Director has been in place since July 2019. The department (comprised of entirely new staff) have been supporting chromebook checkout, setting up online curriculum and rostering, working on the i-Ready assessment system, and various other tasks necessary for the successful start of a new school year.
14.	Site tech support specialists to support efforts of creating equitable access to technology and to support the implementation of instructional technology. Site technology support specialist will provide support through 1:1 meetings, group trainings, and model best instructional practices with technology. 5 Site Technology Support Specialist Stipends Amount: \$12,000 (Other - State Mandated Block Grant)
	- As of December 31, 2019, \$3,642 (30%) of the budget for these stipends has been spent in 2019/20. - Kristie Oates is our site tech specialist at Waggoner. - WES (JK) Students have access to a variety of resources on the Chromebooks including IXL, typing agent (2nd grade only) adopted curriculum (Wonders and Go Math), Storyline Online, Google apps (Google classroom, documents, sheets, slides...), code.org, Seesaw, Flipgrid and others. - At each grade level, one teacher volunteered to try and use the "I Can K" statements around tech skills developed by the Roseville district. - At Kindergarten pilot students have watched and responded to a Common Sense Media video around internet safety and have had frequent discussions about what to share, where they can and cannot go on the internet and the proper uses of the internet for learning. They have learned the basic operations of a Chromebook (how to log in, where to find numbers and letters, how to scroll and use the trackpad, etc.). They have participated in distance learning through the California Academy of Science. Students frequently practice math and language art skills using IXL. They have worked on logic and coding skills using code.org fundamentals. They have used Seesaw to create drawings and videos to share with each other. - This is from the first grade pilot teacher: My students use their chromebooks on an almost daily basis. All of them practice math on IXL and several use IXL for language arts as well. They also use them to listen to books read aloud (they use Storytime Online or Epic). We tried Bookflix but the stories sometimes get stuck part way through. I have some high independent readers and would like to check their comprehension with Renaissance tests but these are unavailable to them this

	year. We are about to begin learning to make google slide shows. I expect that they will love this, and it fits well with our Lucy Calkins non-fiction unit. ○ This is from the second grade pilot teacher: My students are using chromebooks to work on math and language arts concepts through IXL. This program allows the teacher to highlight specific standards for students to work on. Students are also working on math concepts through Think Central, the online component of our adopted math curriculum. This allows some students to work ahead while others get the review they need. My students love using the chromebooks to listen and read along to books with Bookflix! They do this independently and also in pairs thanks to splitters for our headphones. In December, my second graders completed One Hour of Code through code.org. They are learning how to use command blocks to create a dance party with characters that move to a certain beat! We have also started a class project with a shared Google Slides presentation. Each student is creating one slide with the name of an animal and a picture and short sentence about the animal. Several students have taken what they have learned and gone on to create animal slide decks of their own! ● Our Rominger site tech support specialist helped teachers create rosters and navigate our online programs. She also helps set up classroom technology. She serves as a liaison between our Director of Innovation and Technology and teachers at our site. She also assists teachers on how to use the online grade books in Illuminate. ● WMS (PG) - There is a new site tech support specialist providing assistance and support to staff members this year. She recently achieved Google Educator Level 1 certification. So far this year she has provided training on the entry of professional goals in Progress Adviser, Illuminate Gradebook support, a tutorial on Google Voice, and guidance regarding Clever and iReady. While she offers technical support and guidance, she emphasizes the use of educational technology to augment instruction. With the adoption and pilot of web-based curricula, an on-site tech specialist is needed to problem solve tech issues. The site tech specialist participates in district-level technology planning and feedback. ● WHS' Site Tech Specialist provide staff with immediate assistance at times to aide in a variety of tech questions and concerns as well as providing staff with training surrounding online platforms.
15.	Support for a replacement cycle for wireless access for school and community sites to ensure equitable access to technology for all students. Amount: \$7,500 (Other - One-Time State Mandated Claims Reimbursement)
	● As of September 30, 2019, no monies have been spent for this budget item. ● Wireless access is key for our chromebook deployment at WHS for students and teachers. ● WHS is currently going through an approval process of adopting an online Social Science curricula and has purchased a supplemental/intervention online mathematics curriculum for the rest of the school year.
16.	Support for the student device replacement cycle to create equitable access to technology. Coordinator of Educational and Informational Technology to assess, review and update cycle annually. Amount: \$50,000 (Other - State Mandated Block Grant, One-Time Mandated Claims Reimbursement, Lottery, Title I)
	● As of December 31, 2019, \$29,665 (59%) of the 2019/20 LCAP allocation was spent to purchase chromebooks in 2018/19 (to avoid price increases) and \$3,587 has been spent in 2019/20 for the chromebook repairs.

	- Chromebooks continue to be an essential resource for instruction at WHS and with a limited lifetime chromebooks occasionally need to be replaced. - WHS is currently going through an approval process of adopting an online Social Science curricula and has purchased a supplemental/intervention online mathematics curriculum for the rest of the school year.
17.	Support to enhance college and career exploration and planning for all students. Funds are committed for a Coordinator of College and Career Exploration, who will be responsible for the development and implementation of the College and Career Plan through the following grade level commitments: - K-5: Discover 6-8: Explore 9-12: Apply/Engage Amount: \$22,500 (LCFF Supplemental/Concentration & Other - Local Grants)
	- As of December 31, 2019, \$8,229 (22%) of this budget for this position has been paid. - WMS (PG) - Same as Goal 1, Item 2
18.	Support for students to apply learning and engage in college and career coursework (CTE classes). Amount: \$107,352 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$40,488 (40%) of the budget for these positions has been paid. - CTE (Career Technical Education) pathways and courses allow students hands on access to skills they are interested in learning. Currently 104 students are enrolled in the Engineering Pathway courses, 107 in the Food Service and Hospitality Pathway courses, and 248 students are enrolled in the Agriculture Pathway courses (two teachers - some students enroll in more than one Agriculture course). - Currently 62 students are enrolled in Cross-Age tutoring sections throughout the district and in pre-schools. Though not a pathway currently we are exploring the possibility of adding a Teaching Pathway to our CTE program.

Goal 2: WJUSD is committed to fostering conditions of learning that promote student success.

- Increase student access to meaningful, appropriate, board, and relevant learning experiences
- Provide ongoing professional learning and support for staff
- Support and retaining high-quality educators
- Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities
- Utilize data-driven decision making

Action/Services for Goal 2:

	Proposed Action/Services:
1.	Provide funding for the adoption of Common Core State Standard or CCSS aligned materials so that all of our students have the materials that they need for success. Note: Funding includes basic training identified by company for staff Amount: \$180,000 (LCFF Supplemental/Concentration and Other - One-Time State Mandated Claims Reimbursement)
	As of December 31, 2019, \$111,929 (39%) of the current budget for textbooks has been spent.

	- Waggoner has Wonders and Maravillas curriculum in Language Arts and Go Math in grades K-2. - Rominger has Wonders and Maravillas in Language Arts and Go Math in 3rd-5th grade. - WMS (PG) - Implementation of Amplify, the adopted curriculum for ELA/ELD, was supported through three full days of training prior to the 2017-18 school year and four half-day trainings during the 2017-18 school year. Teachers new to the Amplify curriculum were provided two days of training before the beginning of the 2018-19 school year and two half-days of follow-up training during the school year. The final full day of Amplify training was delivered on Friday, September 27. This event represents the end of the training series included with the original adoption. Subsequent training will require additional earmarked funding. - After a pilot in 2018-19 and approval by the governing board, TCI History Alive was adopted as the new Social Science curriculum. One day of training was provided on August 1. - WMS science teachers are currently piloting TCI Next Generation Science Standards (NGSS) curriculum at the 8th and 6th grade levels. They selected TCI for pilot after attending an NGSS Fair at YCOE this past summer. TCI is one of the State Board of Education approved NGSS curricula. Other publisher materials (Amplify in 2017-18 and Impact in 2018-19) have been piloted. The department has some reservations about making an NGSS curriculum adoption recommendation at this time and would like to pilot at least one other curriculum (potentially STEM Scopes). - WHS is currently going through an approval process of adopting an online Social Science curricula
2.	Provide access to and appropriate training for teachers to effectively utilize Illuminate Data and Assessment System. Amount: \$10,000 (LCFF Supplemental/Concentration)
	As of September 30, 2019, \$9,246 (92%) has been spent for the Illuminate agreement.
3.	Purchase online reading/math assessment and digital learning licenses. This purchase will: *Provide method for staff to collect reading and math student data to assist with instruction. *Provide parents data regarding growth of students in reading and math. *Provide Board and community data of student growth and performance in reading and math other than state data. Students will at minimum test three times a year: August, December, May. Amount: \$30,000 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$36,033 (98%) has been spent for computer licenses. - During the 2019-20 school year, Waggoner is revamping the data and assessment processes and systems and will not be utilizing digital assessments this year. In 2020-21, iReady will be added to second grade. For the current year, individual assessments are completed for students in math and language arts and data is collected and analyzed by staff. - At Rominger we are using the i-Ready diagnostic assessments for English Language Arts and Math four times a year. Our students are also using the intervention lessons that are differentiated for them based on their i-Ready diagnostic assessment results. Students are using i-Ready lessons for 45 minutes in English Language Arts and 45 minutes in Math weekly. We send results from the i-Ready diagnostic assessments home to all families. Students received certificates for their academic growth on the assessments. Teachers are having data chats with students to discuss their progress and goals.

	- WMS (PG) - Winters JUSD purchased the iReady assessment tool for all sites for the 2019-2020 school year. All English Language Arts and Mathematics teachers implemented the first iReady diagnostic between August 26 and September 6. Teachers then met in Professional Learning Communities on September 11 to review the school-wide data and make data-driven instructional action plans. - Nicole Reyherme presented district and site level iReady Diagnostic #1 data to the Winters JUSD Board of Education on September 19. - The WMS Site Council met on September 10 and approved a recommendation to purchase the iReady instruction tool using site funds. This system sets a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs. WMS has now purchased iReady instruction and will collaborate with IT staff to set up iReady student groups in the coming weeks. Staff will plan for implementation of this program in core classes and via an after-school intervention. - WMS has begun implementing iReady instruction. In the month of December, more than 55% of WMS students completed iReady lessons and an iReady fluid mathematics intervention class for 6th graders was piloted. Staff are currently planning student incentives to heighten school-wide use of iReady instructional tools. - iReady Student Reports from Diagnostic #1 were provided to parents who attended parent conferences between October 1st and October 4th. All students received their iReady data and a letter explaining how to interpret their results in their Advisory class on October 9. An explanatory letter and iReady Growth Reports went home via mail following the second diagnostic in late October. Similar reports will be provided to students and families during the subsequent administration windows in January and May.
4.	Continue to support high-quality facilities for student learning through a contribution to restricted maintenance (3% of General Fund expenditures) Amount: \$482,000 (LCFF Base)
	As of December 31, 2019, the current RMA budget is \$590,000 and \$229,238 (39%) of the budget has been spent.
5.	Provide on-going professional learning and support for staff aimed at meeting the needs of all students: *Train and retain staff through maintenance of Teacher Induction Program for all new teachers Amount: \$40,000 (LCFF Base)
	- As of December 31, 2019, \$4,519 (8%) of this budget has been spent or encumbered for stipends, supplies and mileage. - WHS currently has two teaches in induction with mentors that are current WHS teachers or retired WHS teachers in the same subject area.
6.	Provide on-going professional learning and support for staff aimed at meeting the needs of all students by creating Site Based Grants to support the Professional Growth Cycle. Each site will develop a plan that may include items such as substitute costs to allow teachers time to observe each other and have reflective conversations with peers and coaches. Amount: \$15,000 (Other - Title II)
	- As of December 31, 2019, \$5,040 (31%) of this budget has been spent or encumbered. - At Rominger our on-going professional learning this year is focused on our school goals and i-Ready data in order to improve student achievement for all students. We will also provide substitutes for teachers to do peer observations.

	- WMS (PG) - On-site professional development has focused on adopting the attributes and practicing the strategies of Professional Learning Communities. Additionally, staff have attended relevant off-site professional development including a co-teaching training implemented by West Ed at the Davis JUSD District Office, an English Learner Road Map inservice hosted by Yolo County Office of Education, and various subject-specific trainings (i.e. California Science Teachers Association Conference, Science in the River City (SIRC), Educating English Learners with Disabilities, UC Davis History Project, etc.). Content gleaned from these trainings will be shared department and staff-wide as appropriate and feasible. - Additionally, in connection with Professional Learning Communities inservice and the district-wide commitment to prioritize instructional planning for learning, site staff will collaborate and plan for a model to extend compensated collaboration and planning time. - At WHS substitute teachers are available in several ways to create time for teachers to observe each other and have planning and reflective conversations. Some of the ways include teachers subbing for each other on their preps, the instructional coach subbing, or site administration subbing.
7.	Provide on-going professional learning and support for staff aimed at meeting the needs of all students by hiring 2.0 FTE for Instructional Coaches. Instructional coaches will specifically support the following: *Professional Development planning *Instructional practices development *Curriculum support for teachers *Instructional technology implementation *All staff trainings - including Professional Development days and Wednesday early out days. *Professional Learning Communities Amount: \$271,924 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$43,150 (40%) of the budget for a 1.0 Instructional Coach who supports WMS & WHS has been spent. - WMS (PG) - This year the coaching model has changed, in that a single secondary coach is responsible for supporting the middle school, high school, and career readiness academy. She regularly collaborates with the administrators at each site to plan for instructional support and professional development. She has also begun developing and delivering PLC training during Wednesday collaboration time. - The secondary instructional coach provides support for Professional Learning Communities and the implementation of cycles of inquiry. She works closely with individual teachers in Cycle B of the Professional Growth Cycle, and those who request her partnership. She provides resources to staff via a shared Google Drive folder and a weekly newsletter. - At WHS our secondary instructional coach provides coaching and professional development expertise to three campuses and teaches one course at WHS.
8.	Provide on-going professional learning and support for staff aimed at meeting the needs of all students through the purchase and replacement of classroom technology for teachers with the intention of creating a sustainable cycle. Amount: \$22,500 (Other - One-Time State Mandated Claims Reimbursement)
	As of December 31, 2019, \$23,260 - 100% of the revised budget amount has been spent for computer technology.
9.	Utilize Progress Adviser to create an effective, unified system that houses data for LCAP, SSTs, Classroom Walkthroughs, Staff and District Goals, and FIT inspections to assist with the monitoring of LCAP implementation, collection of LCAP data, support of the LCAP process, and the creation and revision of the LCAP document. Amount: \$1,550 (LCFF Base)

- As of September 30, 2019, \$1,524 (98%) of the budget has been spent for the Progress Adviser agreement for 2019/20.

Goal 3: WJUSD is committed to engaging all stakeholders in creating a safe and welcoming environment for learning.

- Motivate and support the social and emotional well-being of all students
- Seek input and implement shared decision-making processes
- Heighten school connectedness and student engagement
- Address the needs of the whole child

Action/Services for Goal 3:

	Proposed Action/Services:
1.	Increase the district's resources to engage more parents through a platform that increases and encourages parent communication with the district through a seamless communication strategy. Amount: \$4,183 (LCFF Supplemental/Concentration)
	● As of December 31, 2019, \$4,141 (100%) of the budget has been spent for the parent communication system. ● At Waggoner, we have developed a communication plan that communicates information to all families through several platforms on a regular basis. The Waggoner Wave is sent to all families via email and text each Monday, and the Waggoner Family News is sent to all families on the last Monday of each month by email and hard copy. All communications are sent in English and Spanish, and are also posted on our school website and Facebook group. Later in 2019-20, Waggoner and SRIS will have separate websites and social media accounts which are under construction and will be rolled out all at the same time once they are completed. ● WES (JK) Waggoner & Rominger separate websites will be completed by Feb 1, 2020. Waggoner will maintain an Instagram, Twitter, and Facebook page in addition to weekly and monthly communications already underway. ● Every Friday, Rominger families receive a weekly update through BlackBoard email. It is also posted on the school website. A monthly newsletter is sent home with students and posted on the website. We also post weekly updates on Facebook. ● At WHS Blackboard Connect 2.0 delivers weekly information to families through text messages that includes information for the current and upcoming week. A daily bulletin, a monthly newsletter, Warrior Wakeup videos, and Facebook messaging/website/public calendar are also part of the communication processes at WHS.
2.	Provide Site Based Bock Grant for Social Emotional Development Programs. Each school site will provide a plan that outlines their program for Social Emotional Development. Some examples of programs include: bullying prevention, character counts, and Link Crew. Amount: \$5,000 (LCFF Supplemental/Concentration)
	● As of September 30, 2019, \$1,100 (22%) of the budget has been spent by WHS for supplies. ● At Rominger, we plan on purchasing the Social Emotional Development Program Toolbox for our school. ● SRIS (MM) Rominger wants to use Toolbox Project as our Social Emotional Development Program. We presented the curriculum at CAIT. We want to use our budget to buy prizes for our Nighthawk Note drawings that we do at our weekly school assembly. ● WMS (PG) - The PBIS (Positive Behavior Interventions and Supports) initiative at WMS is called SOAR (Safety first, Own your actions, Always be kind, and Respect for all). It includes

	teaching, reteaching, reinforcing expected behaviors in specific settings and providing recognition and redirection when warranted. PBIS is a multi-tiered system of support. The multi-tiered system provides intervention to our students needs through tier 1 (universal to all) tier 2 (at risk select students) and tier 3 (target/intensive at risk students). • We are expanding our implementation of PBIS to include additional interventions for students who require additional instruction and support. One example is Check In Check Out (CICO). This intervention partners strategic mentorship with goal-setting for improvement and is informed by data. • Last year, the faculty of WMS completed the SWIFT-FIA Rubric/Checklist in the fall and spring. The FIA will be implemented again in October of 2019. Prior FIA data identified specific areas to concentrate our efforts including identifying a universal Behavioral Screener, choosing a data tracking system [Aeries/SWIS (School-Wide Information System)], more closely aligning our approaches to a Restorative Practices model, aligning policy/language more consistent with MTSS practices, and seeking co-teaching trainings/workshops. • In keeping with the data, we implemented a school-wide Social Emotional Learning (SELF) curriculum, Second Step, for all 6th and 7th graders via their wheel elective. A Social Emotional Screener was also implemented in August 2019. We will pilot other Social Emotional Screeners with the students enrolled in our Trimester 2 and 3 SEL courses before adopting a tool. • We have created a PBIS/SEL team that reviews attendance, behavior, and wellness data monthly. This team has begun attending training delivered by Yolo County and Placer County Offices of Education staff. The training is a three-year partnership. Year 1 training focuses on implementing Tier 1 with fidelity. • WHS has partially funded Link Crew with LCAP 3 site funds. Link Crew connects incoming freshman with Juniors and Seniors prior to the school year and incorporates activities and lessons to strengthen school ties and give new students another person on campus to connect with. • WHS is also exploring the use of a SEL (Socio-Emotional Learning) curriculum including School Connect which was recommended to us by Second Step (the WMS SEL curriculum). • WHS has written and delivered content for Explore sections that include topics of reducing stress, healthy relationships, and ACES. (CAPP Grant)
3.	Provide funding for activity stipends to support activities that develop students and encourage students to engage in school. Amount: \$150,000 (LCFF Base)
	• As of December 31, 2019, \$49,832 (33%) has been spent on activity stipends. • WMS (PG) - Many WMS students participate in athletics (more than 100 students), music (55 students), and a Leadership class (23 students) with the support of activity stipends. • WHS has numerous stipends in the athletic, activity, and music areas help students connect to school in different ways.
4.	Provide funding for special education transportation to assure support for students in their safe arrival to the educational environment. Amount: \$160,000 towards \$246,791 (LCFF Supplemental/Concentration)
	• As of December 31, 2019, \$89,766 (48%) has been spent on Special Education Transportation.
5.	Provide transportation to support low income students. This assures home to school transportation for all to assure support for students in their safe arrival to the educational environment. Amount: \$60,000 towards total \$264,673 (LCFF Supplemental/Concentration)

	As of December 31, 2019, \$156,440 (49%) has been spent and \$71,870 has been encumbered for Home to School Transportation. The revised budget for Home to School Transportation is \$317,402 (increase due to contracted services).
6.	Provide additional district-wide nursing services to ensure a healthy learning environment for all students with the goal of keeping students in school. Staffing will be provided as follows: 0.60 FTE for all sites. Amount: \$24,000 (LCFF Supplemental/Concentration)
	As of December 31, 2019, \$9,761 has been spent on additional nursing services.
7.	Retain counseling services to support all facets of student learning and development. Staffing will be provided to sites as follows: 1.0 FTE at Waggoner / SRIS 1.0 FTE at WMS / SRIS 2.0 FTE at WHS/Wolfskill Amount: \$472,000 (LCFF Supplemental/Concentration)
	- As of December 31, 2019, \$167,041 (40%) has been spent on counseling services at the school sites. - This year, Waggoner has a counselor on site 4 days each week in partnership with RISE. - WES (JK) Our RISE counselor currently supports approximately 20 students who have been referred by teachers for specific needs as well as being available to support teachers and students in classrooms via push-in. Also, the first Friendship Group wrapped up in December, a six week small group session working specifically on friendship and social skills. That group met once weekly, and a new group will be beginning soon. Additionally, our counselor provides staff with a weekly MHM (Mental Health Minute) - a weekly informational email with strategies and resources to support students and staff with social emotional needs. - We have a full time counselor at Rominger. She checks in with students on a daily basis, makes referrals for families for counseling and other community resources. She also coordinates 504 meetings, SART meetings, and attends SARB meetings. She also will start friendship groups. - WMS (PG) - Counseling services are available daily to students at WMS. While a full-time counselor is now assigned to Shirley Rominger Intermediate School, the WMS counselor continues to provide 6th grade transition services as needed. Our counselor provides both academic and social-emotional support to students and coordinates services from outside agencies (Educational Talent Search, Migrant Education, etc.). - Students who are identified as Migrant Education receive academic counseling and mentoring services on campus from the MEAP Advisor/Counselor. The MEAP Advisor/Counselor works with our counselor to coordinate services. - Additionally students needing support for problems related to addiction may be referred to the Adolescent Substance Abuse Program (ASAP). ASAP is funded by Winters Health Care who has a partnering/contracting with the local social services non-profit, RISE. The goal of the ASAP program is to target adolescents who struggle with substance abuse and intervene at the school level. ASAP offers weekly therapy, counseling, and case management. - RISE recently hired a new clinician who will begin providing counseling to WMS students and families by referral on January 13th. - Counselors at WHS provide not only academic services but socio-emotional services to students and staff. They are also the point persons for connecting students to outside resources including counseling.

8.	Provide parent resources, support and training for a "Parent Engagement Program." Additionally, the district will provide training resources to support training initiatives such as: ● PIQE to encourage parent involvement in schools at all levels. ● "Adult Literacy" class to support parents. Amount: \$26,000 (LCFF Supplemental/Concentration)
	● As of December 31, 2019 \$11,000 has been obligated for the 2019/20 PIQE programs at WMS and WHS.. ● WMS (PG) - 20 parents graduated from the WMS Parent Institute for Quality Education (PIQE) classes on November 6, 2019. This is the fourth year the program has been offered at the site and parent feedback has been wholly positive. The mission of PIQE is to empower parents to actively participate in their children's education and strengthen parent-school collaboration. The emphases of the program are to; Stay in school; Improve academic performance; Develop healthy and constructive relationships with parents, teachers, and counselors; and, Focus/Prepare for a post-secondary education. The program will conclude on Wednesday, October 30. ● WMS has initiated a new parent engagement series called "All Pro Dads" and "All Star Moms" The program focuses on promoting interactive discussion between parents and their kids on topics such as consistency and acceptance. The groups meet monthly and any important adult in the student's life can participate in the role of "Dad" or "Mom." These events are followed by a half-hour long "Coffee with the Principal," an opportunity for families to ask questions and share ideas or concerns. We will continue to conduct outreach to increase participation as the year progresses. ● High School PIQE (Parent Institute for Quality Education) Classes begin Wednesday January 15th. The PIQE program was able to obtain a grant to be able to offer a middle school and high school program for the same program cost as one of the programs in the past
9.	Provide district-wide specialists to support students, families, and staff with behavior, social, and emotional needs. ● 0.50 FTE Psychologist (of 2.0 FTE Psychologists) ● Clinical Counselor Amount:\$70,050 (LCFF Supplemental/Concentration + CSI)
	● As of December 31, 2019, \$63,360 (100% of the revised budget) has been spent or encumbered for additional counseling services.
10.	Provide funding to support productive learning environments and keep average student/teacher ratios within, or under, 27:1. Amount: \$205,000 (LCFF Supplemental/Concentration)
	● As of December 31, 2019 (1st-5th month attendance) all sites had class sizes of 27:1 or under. ● WMS (PG) - Smaller class sizes allow teachers to provide more in-class, on-the-spot intervention during lessons. WMS administration and counselor continue to attempt to balance class sizes to create smaller sections when possible. ●