

**Introduction:**

**LEA:** Windsor Unified School District **Contact (Name, Title, Email, Phone Number):** Steve Jorgensen, Superintendent, sjorgensen@wusd.org, sjorgensen@wusd.org **LCAP Year:** 2016-17

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>November 2015: LCAP Core Committee (Comprised of reps from Board, DAT, DLT, School Site Councils, students, DELAC/ELAC, and teachers and classified unions) reviews 2015/16 LCAP and process and timeline to work on the 2016/17 LCAP.</p>	<ul style="list-style-type: none"> <li>• Board and community feedback identifies an interest in funding and development of Social/Emotional Intervention and Counseling services. Funding has been included in the LCAP.</li> </ul>
<p>November 2015: Director of Educational Services administers stakeholder surveys to all parents (English and Spanish), 5th- 12th grade students, and all district staff, and compiles results.</p>	<ul style="list-style-type: none"> <li>• Board, DAT, DLT, and LCAP Core Committee input continues to identify the importance of focusing on the ELD program across the district. ELD is a primary LCAP focus at grades TK-12 beginning in year 1, and will continue in 16/17.</li> </ul>

December 2015/January 2016: Board, District Administrative Team (DAT), District Leadership Team (DLT), & LCAP Core Committee review stakeholder survey results and begin to establish 16/17 priorities based on survey results. LCAP Core Committee members report out any input from their constituency groups.

February 2016: Board & DAT initiate budget development.

February/March 2016: DAT, LCAP Core Committee, and Board review Needs Assessment Data, and establish 2016/17 priorities based on Needs Assessment Data. (Needs Assessment consists of a data table with 3 years of trend data representing each of the priority areas, as well as a written summary of the data points in the data table.) LCAP Core Committee members report out any input from their constituency groups.

March 2016: DELAC reviews LCAP Needs Assessment and Survey Results, and shares interests for the 2016/17 priorities list.

April 2016: Board, DAT, DLT, and LCAP Core Committee review progress toward 2015/16 goals, continue to establish 2016/17 priorities based on progress toward 2015/16 goals, and identify priorities. LCAP Core Committee members report out any input from their constituency groups. Members are reminded of June 21st & June 28th Board meeting dates, and are encouraged/ invited to attend.

May 2016: DLT and LCAP Core Committee identify priority/goal areas and provide final input/feedback, and recommendations to the Board. Members are reminded of June 21st & June 28th Board meeting dates, and are encouraged/ invited to attend.

May 2016: Board reviews and discusses identified 2016/17 LCAP priorities based upon stakeholder input.

May/June 2016: Director of Educational Services writes draft of 16/17 LCAP.

June 17- June 27 2016: Superintendent responds in writing to LCAP Core Committee and DELAC input.

- Survey feedback identifies the need for expanding interventions, particularly in math. Academic intervention will be expanded in 16/17.
- Board, DAT, DLT, and LCAP Core Committee input continues to identify that there is insufficient student supervision at WMS & WHS. The LCAP funding will place two additional 8 hour student advisors at each school beginning mid-year 15/16.
- Teacher survey data identifies growth, as well as the continuing need for CCSS professional development. Professional development on CCSS is included in the 2016/17 LCAP.
- Stakeholder input identified that an alternative program is necessary to identify for the continued success of Windsor Oaks Academy Students.
- Stakeholder input identified that increasing the number of students meeting A-G requirements is a priority. Actions and services to address this are included in the 2016/17 LCAP.
- LCAP Core Committee would like to continue to grow parent education and involvement in schools and has offered suggestions for how to do this.
- DELACs expressed interests increasing parent survey participation and providing strong reading and ELD intervention at the kindergarten level is captured in the 2016/17 LCAP actions and services.
- The Windsor Teacher’s Association continues to express interest in recruiting and retaining high quality teachers to be a priority by making additional efforts in the recruiting process to highlight the positive attributes of working for the WUSD, and providing cutting-edge professional development.

Stakeholder input (via SCOE audit report and recommendations supported by DLT) identifies the need for a one device to five student ratio, additional personnel for the care and maintenance of the devices, as well as continuing professional development regarding the integration of technology into curricular areas as a priority. This has been included in the LCAP.

<p>June 21, 2016: Public hearing on LCAP and budget.</p> <p>June 28, 2016: LCAP approved by Board. Budget approved by Board.</p> <p>June 29, 2016: LCAP forwarded to Sonoma County Office of Education (SCOE) for approval.</p>	
<p><b>Annual Update:</b></p> <p>August/ September 2015: District Administrative Team (DAT) conducts Needs Assessment, creates and reviews LCAP timeline for the year, and plans for stakeholder engagement opportunities.</p> <p>October 2015: LCAP Core Committee members (new and continuing) are recruited.</p>	<p><b>Annual Update:</b></p> <ul style="list-style-type: none"> <li>• Board, DAT, DLT, and LCAP Core Committee input identifies that there is insufficient student supervision at WMS &amp; WHS. The LCAP funding will place two additional 8 hour student advisors at each school beginning mid-year 15/16.</li> <li>• LCAP survey data, as well as a follow-up survey regarding teacher perceptions about the Social-Emotional Learning (SEL) needs of students, and a year-long inquiry process surrounding this issue prompts the identification of two approaches to begin District-wide implementation with in the 2016/17 school year. Most of the TK-12 staff is trained in summer 2016 in preparation. Responsive Classroom is identified for grades TK-8, and Restorative Resources is identified for grades 9-12.</li> <li>• Big Picture Learning is analyzed and identified in 2015/16 as the alternative program to bring to Windsor Oaks Academy students beginning in 2016/17.</li> <li>• Infrastructure recommendations are made as a result of the SCOE technology audit, and plans for the work are completed in spring 2016 to take place in the 2016/17 school year.</li> </ul> <p>The feedback from stakeholders on the 2015/16 plan included recommendations to retain all LCAP goals, and to expand upon the actions and services in the 2016/17 LCAP based upon stakeholder engagement activities</p>

December 2015 and March 2016: A quantitative and qualitative Needs Assessment was provided to stakeholders so that they could assess the effectiveness of the goals/ actions/ services/ expenditures in the 2015/16 plan. This included a mid-year update that addressed the progress thus far in each of the required priority goal areas, in addition to a few extra. Please see the information listed in Actual Annual Measurable Outcomes in the annual update to understand which data were provided to stakeholders so that they could assess the effectiveness of the goals/ actions/services/ expenditures in the 2015/16 plan.

and input.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.



**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<p>GOAL 1:</p>	<p>Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.</p>	<p>Related State and/or Local Priorities:          1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Continue to Implement Common Core State Standards (CCSS) to prepare students with 21st century critical thinking and problem-solving skills.</p> <p>Metrics:</p> <ol style="list-style-type: none"> <li>1) Teacher survey data for selected CCSS content and instructional strategies using a CCSS data collection tool based on The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewey and Perini. Instructional Leadership Team (ILT) will survey teachers within the first two months of school to set a baseline.</li> <li>2) Common assessments in ELA and Math are established TK-12</li> <li>3) 47% of students, parents, and staff combined identified math as the subject students needed more help with</li> <li>4) 36% of students complete A-G requirements (2014).</li> <li>5) 25% of students participate in AP exams (2013)</li> <li>6) 48% of students completing an 11/12 CTE course (2014)</li> <li>7) 58% of 11th graders scored conditionally ready or ready on the English Language Arts EAP in 2015. 28% of 11th graders scored conditionally ready or ready on the Mathematics EAP in 2015.</li> <li>8) 84% of staff indicate that he school is working to implement the CCSS.</li> <li>9) 17% of students performed in the Healthy Fit Zone (HFZ) in 2014.</li> <li>10) The percentage of ELs meeting AMAO targets in 2014 are: Target 1 (progress toward Eng Pro) 58.3%, Target 2 (attaining Eng Pro level) 56.3%, and RFEP rate- 12%</li> <li>11) 4% of students in grades 4-12 are enrolled in an academic intervention class</li> <li>12) All students, including English Learners, low income, foster youth, and students with disabilities need to maintain access to the full course of study described in Education Code</li> <li>13) 100% of teachers spent 8 hours or more of school-sponsored professional development in educational technology.</li> <li>14) 38% of teachers use digital or online assessments with their students.</li> <li>15) Common benchmark assessments in the Accelerated English program continue and increased achievement enables English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</li> <li>16) 77% of students earned an AP exam score of 3 or higher (2015)</li> </ol> <p>Due to the accountability transition at the state and federal levels, API is not applicable.</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups: All</p>	

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core.                      Progress goal: Survey data shows that 80% of teachers are implementing specified strategies.</p> <p>2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS</p> <p>3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with</p> <p>4) 2% more, or 38% of students complete A-G requirements (2014= 36%, 2015= TBA).</p> <p>5) 2% more, or 27% of students participate in AP exams (2015= 36%).</p> <p>6) 2% more, or 50% of students completing an 11/12 CTE course (2015= 48%)</p> <p>7) 5% more, or 63% of 11th graders will score conditionally ready or ready on the English Language Arts EAP in 2016. 5% more, or 33% of 11th graders will score conditionally ready or ready on the Mathematics EAP in 2016.</p> <p>8) 5% more, or 89% of staff report in 2016/17 that schools are working to implement the CCSS. (2015/16= 84%)</p> <p>9) 3% more, or 20% of students will perform in the HFZ in 2015.</p> <p>10) 3% more, or Target 1- 60%, Target 2- 58%, and RFEP rate- 17% of the percentage of ELs meeting AMAO targets will increase in 2016</p> <p>11) 11% more, or 15% of students in grades TK-12 are enrolled in an academic intervention class</p> <p>12) All maintain access to the full course of study described in Education Code</p> <p>13) 100% of teachers continue to spend 8 hours or more of school-sponsored professional development in educational technology.</p> <p>14) 10% more, or 48% of teachers use digital or online assessments with their students.</p> <p>15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>16) 3% more, or 80% of students will earn an AP exam score of 3 or higher in 2016.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT surveys teachers to measure evidence of the Core Six strategies being implemented. ILT teachers are available to provide support to teachers on implementing the Core Six.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent                      English proficient                      Other Subgroups:                      (Specify)</p>	<p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500.</p> <p>teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.</p>
<p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent                      English proficient                      Other Subgroups:</p>	<p>Release time for training colleagues and creating/ identifying common assessments (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000.</p> <p>EADMS annual renewal (duplicate of expenses listed in Action/Service 12) 5000-5999: Services And Other Operating Expenditures Base 42,000.</p>

		(Specify)	
3) CCSS aligned "Bridge" materials will be evaluated in grades TK-5 to determine how they are assisting with CCSS implementation in mathematics.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Continuing professional development (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000. Consultant/ coaching fees 5000-5999: Services And Other Operating Expenditures Educator Effectiveness 8,000.
4) All schools have visuals that communicate a college/career focused culture.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Supplemental 1500.
5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	School-wide (MWE, WCE, & BES)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Equipment 4000-4999: Books And Supplies Base 9,000. Professional Development 5000-5999: Services And Other Operating Expenditures Base 5000. Sub release days (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000.
6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Koski Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 59,500. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.

<p>7) Additional FTE are hired to respond to and monitor and address students' academic needs in ELA &amp; math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>WMS &amp; WHS/WO A</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>3 Academic Intervention teachers are hired (different sites than 15/16) plus 3 from 14/15 1000-1999: Certificated Personnel Salaries Supplemental 360,000.</p> <p>Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 25,000.</p> <p>Teacher after school program- Odyssey credit make-up for WHS &amp; WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p> <p>Odyssey Credit make-up software 5000-5999: Services And Other Operating Expenditures Supplemental 21,000.</p>
<p>8) District to provide continuing professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>
<p>9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.</p> <p>Certificated Salaried for one per diem day (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Base 99,000.</p>
<p>10) District to increase technology staff to support school sites</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Additional tech staff- positions TBD 0001-0999: Unrestricted: Locally Defined Base 150,000.</p>

11) Provide after school tutoring support in grades TK-12, including transportation home	MWE, WCE, BES, WMS, & WHS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tutoring/ homework support teachers- 2 days per week-school year 1000-1999: Certificated Personnel Salaries Supplemental 50,000. Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 4,000.
12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries for EADMS site leads 1000-1999: Certificated Personnel Salaries Educator Effectiveness 18,000. EADMS training for teachers 1000-1999: Certificated Personnel Salaries Educator Effectiveness 25,000. EADMS software renewal (duplicate of expenses listed in Action/Service 2) 5000-5999: Services And Other Operating Expenditures Base 42,000.
13) Supervised after school computer lab/ library access	WCE, BES, WMS, & WHS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.
14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.	WMS & WHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sub release time for professional development for CPM Integrated I at WMS & WHS 1000-1999: Certificated Personnel Salaries Educator Effectiveness 10,000.
15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures

<p>educational program to students.</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Title II 20,000.</p>
<p>16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>College/Career readiness assistant 2000-2999: Classified Personnel Salaries Base 65,000.                  Naviance subscription- college/career software 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.</p>
<p>17) Students enrolling in AP classes are encouraged to participate in the AP exams.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 3,000.</p>
<p>18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 84,607.</p>
<p>19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program</p>	<p>WMS &amp; WHS</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 20,000.                  AVID sections at WMS &amp; WHS 1000-1999: Certificated Personnel Salaries Supplemental 165,000.</p>



		English proficient _ Other Subgroups: (Specify)	
20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 704,330. Supplies 4000-4999: Books And Supplies Supplemental 6,000. Sub days for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.
21) Bridge materials will be purchased for WMS & WHS for Integrated Math I to implement during the 2016/17 school year.	WMS & WHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CPM Integrated Math I curriculum 4000-4999: Books And Supplies Base 70,000.
22) A baseline of devices to students ratio will be established in 2016/17 through a thorough inventory process throughout the District.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Establish baseline of devices to students via an inventory process- tech team to conduct inventory- no additional cost to District 0.00
23) Review of Acceptable Use Agreement for students, with an eye toward creating an agreed upon and consistently implemented Bring Your Own Device "BYO" policy for students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	DLT and Board to conduct review and recommend new policy- no additional cost to District 0.00

		(Specify)	
<p>24) The District will begin requiring all 10th graders to take the PSAT test.</p>	<p>WHS &amp; WOA</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>PSAT test fees 0000: Unrestricted Base 8,000.</p>
<p>25) TK-8 teachers will pilot ELA/ELD materials and make recommendation in spring 2017 for adoption and implementation in 2017/18 school year.</p>	<p>MWE, WCE, BES, &amp; WMS</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Subs for release time for pilot training (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Educator Effectiveness 9,000.</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- 1) Teachers will identify and implement 1-3 best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.  
Progress goal: Survey data shows that 80% of teachers are implementing specified strategies.
- 2) Students will have continued to participate in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS
- 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with
- 4) 2% more, or 40% of students complete A-G requirements (2014= 36%, 2015= TBA).
- 5) 2% more, or 40% of students participate in AP exams (2015= 36%).
- 6) 2% more, or 52% of students completing an 11/12 CTE course (2015= 48%)
- 7) 5% more, or 68% of 11th graders will score conditionally ready or ready on the English Language Arts EAP in 2016. 5% more, or 38% of 11th graders will score conditionally ready or ready on the Mathematics EAP in 2016.
- 8) 5% more, or 94% of staff report in 2016/17 that schools are working to implement the CCSS. (2015/16= 84%)
- 9) 3% more, or 23% of students will perform in the HFZ in 2015.
- 10) 3% more, or Target 1- 63%, Target 2- 61%, and RFEP rate- 20% of the percentage of ELs meeting AMAO targets will increase in 2016
- 11) 10% more, or 25% of students in grades TK-12 are enrolled in an academic intervention class
- 12) All maintain access to the full course of study described in Education Code
- 13) 100% of teachers continue to spend 8 hours or more of school-sponsored professional development in educational technology.
- 14) 10% more, or 58% of teachers use digital or online assessments with their students.
- 15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- 16) 3% more, or 83% of students will earn an AP exam score of 3 or higher in 2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to identify strategies & best practices to implement from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional development, data collection, and instructional support on Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.
2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000. EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.

		Other Subgroups: (Specify)	
3) CCSS aligned "Bridge" materials will be recommended for adoption in grades TK-5 to determine how they are assisting with CCSS implementation in mathematics.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Continuing professional development 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000. Consultant/ coaching fees 5000-5999: Services And Other Operating Expenditures Educator Effectiveness 8,000.
4) All schools will continue to build on having visuals that communicate a college/career focused culture.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Supplemental 1500.
5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	School-wide (MWE, WCE, & BES)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Equipment 4000-4999: Books And Supplies Base 9,000. Professional Development 5000-5999: Services And Other Operating Expenditures Base 5000. Sub release days 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000.
6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Koski Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 59,500. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.

<p>7) Additional FTE are maintained to respond to and monitor and address students' academic needs in ELA &amp; math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>WMS &amp; WHS/WO A</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>3 Academic Intervention teachers are maintained 1000-1999: Certificated Personnel Salaries Supplemental 360,000.</p> <p>Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 25,000.</p> <p>Teacher after school program- Odyssey credit make-up for WHS &amp; WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p> <p>Odyssey Credit make-up software 5000-5999: Services And Other Operating Expenditures Supplemental 21,000.</p>
<p>8) District to provide continuing professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>
<p>9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.</p> <p>Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.</p>
<p>10) District to maintain increased technology staff to support school sites</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Additional tech staff- positions TBD 0001-0999: Unrestricted: Locally Defined Base 150,000.</p>
<p>11) District to continue to provide after school tutoring support in grades TK-12, including transportation home</p>	<p>MWE, WCE,</p>	<p><input checked="" type="checkbox"/> All  OR:</p>	<p>Tutoring/ homework support teachers- 2 days per week-</p>

	BES, WMS, & WHS	<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	school year 1000-1999: Certificated Personnel Salaries Supplemental 50,000. Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 4,000.
12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries for EADMS site leads 1000-1999: Certificated Personnel Salaries Educator Effectiveness 18,000. EADMS training for teachers 1000-1999: Certificated Personnel Salaries Educator Effectiveness 25,000. EADMS software renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.
13) District continues to provide supervised after school computer lab/ library access	WCE, BES, WMS, & WHS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.
14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.	WMS & WHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Sub release time for professional development for CPM Integrated I at WMS & WHS 1000-1999: Certificated Personnel Salaries Educator Effectiveness 10,000.
15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures Title II 20,000.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
16) Students are continued to be encouraged and counseled to meet the A-G requirements to be college/career ready.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	College/Career readiness assistant 2000-2999: Classified Personnel Salaries Base 65,000. Naviance subscription- college/career software 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.
17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 3,000.
18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 84,607.
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	WMS & WHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 20,000. AVID sections at WMS & WHS 1000-1999: Certificated Personnel Salaries Supplemental 165,000.

		(Specify)	
20) EL Students will continue to be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 704,330. Supplies 4000-4999: Books And Supplies Supplemental 6,000. Sub days for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.
21) Bridge materials will be purchased for WHS for Integrated Math II to implement during the 2017/18 school year.	WHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CPM Integrated Math II curriculum 4000-4999: Books And Supplies Base 50,000.
22) Purchase plan to achieve 1 device to 5 student ratio, plus replacement of devices as they age.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase and replacement of devices 0000: Unrestricted Base 100,000.
23) Creating and consistently implement a Bring Your Own Device "BYO" policy for students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	DLT and Board to create and implement new policy- no additional cost to District



<p>24) The District will continue requiring all 10th graders to take the PSAT test.</p>	<p>WHS &amp; WOA</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>PSAT test fees 0000: Unrestricted Base 8,000.</p>
<p>25) TK-8 teachers will implement newly adopted ELA/ELD curriculum in 2017/18.</p>	<p>MWE, WCE, BES, &amp; WMS</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Purchase of new ELA/ELD curriculum 4000-4999: Books And Supplies Base 400,000. Professional Development for newly adopted ELA/ELD curriculum 1000-1999: Certificated Personnel Salaries Educator Effectiveness 65,000.</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- 1) Teachers will continue to identify and implement 1-3 best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.  
Progress goal: Survey data shows that 80% of teachers are implementing specified strategies.
- 2) Students will continue to have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS
- 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with
- 4) 2% more, or 42% of students complete A-G requirements (2014= 36%, 2015= TBA).
- 5) 2% more, or 42% of students participate in AP exams (2015= 36%).
- 6) 2% more, or 54% of students completing an 11/12 CTE course (2015= 48%)
- 7) 5% more, or 73% of 11th graders will score conditionally ready or ready on the English Language Arts EAP in 2016. 5% more, or 33% of 11th graders will score conditionally ready or ready on the Mathematics EAP in 2016.
- 8) 5% more, or 99% of staff report in 2016/17 that schools are working to implement the CCSS. (2015/16= 84%)
- 9) 3% more, or 26% of students will perform in the HFZ in 2015.
- 10) 3% more, or Target 1- 66%, Target 2- 64%, and RFEP rate- 23% of the percentage of ELs meeting AMAO targets will increase in 2016
- 11) 5% more, or 30% of students in grades TK-12 are enrolled in an academic intervention class
- 12) All maintain access to the full course of study described in Education Code
- 13) 100% of teachers continue to spend 8 hours or more of school-sponsored professional development in educational technology.
- 14) 10% more, or 68% of teachers use digital or online assessments with their students.
- 15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- 16) 3% more, or 86% of students will earn an AP exam score of 3 or higher in 2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to continue to identify strategies & best practices to implement from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional development, data collection, and instructional support on Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.
2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000. EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.

		Other Subgroups: (Specify)	
3) Teachers will continue to receive professional development regarding the CCSS aligned adopted math materials implementation	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continuing professional development 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000. Consultant/ coaching fees 5000-5999: Services And Other Operating Expenditures Educator Effectiveness 8,000.
4) All schools will continue to build upon having visuals that communicate a college/career focused culture.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Supplemental 1500.
5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.	School-wide (MWE, WCE, & BES)	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Equipment 4000-4999: Books And Supplies Base 9,000. Professional Development 5000-5999: Services And Other Operating Expenditures Base 5000. Sub release days 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000.
6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Koski Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 59,500. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.

<p>7) Additional FTE will be maintained to respond to and monitor and address students' academic needs in ELA &amp; math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>WMS &amp; WHS/WO A</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>3 Academic Intervention teachers are maintained 1000-1999: Certificated Personnel Salaries Supplemental 360,000.</p> <p>Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 25,000.</p> <p>Teacher after school program- Odyssey credit make-up for WHS &amp; WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p> <p>Odyssey Credit make-up software 5000-5999: Services And Other Operating Expenditures Supplemental 21,000.</p>
<p>8) District to provide continuing professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>
<p>9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.</p> <p>Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.</p>
<p>10) District to maintain increased technology staff to support school sites</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Additional tech staff- positions TBD 0001-0999: Unrestricted: Locally Defined Base 150,000.</p>
<p>11) District to continue to provide after school tutoring support in grades TK-12, including transportation home</p>	<p>MWE, WCE,</p>	<p><input type="checkbox"/> All  OR:</p>	<p>Tutoring/ homework support teachers- 2 days per week-</p>

	BES, WMS, & WHS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>school year 1000-1999: Certificated Personnel Salaries Supplemental 50,000.</p> <p>Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 4,000.</p>
<p>12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.</p>	LEA-wide	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Salaries for EADMS site leads 1000-1999: Certificated Personnel Salaries Educator Effectiveness 18,000.</p> <p>EADMS training for teachers 1000-1999: Certificated Personnel Salaries Educator Effectiveness 25,000.</p> <p>EADMS software renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.</p>
<p>13) District to continue to provide supervised after school computer lab/ library access</p>	WCE, BES, WMS, & WHS	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.</p>
<p>14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.</p>	WMS & WHS	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Sub release time for professional development for CPM Integrated I at WMS &amp; WHS 1000-1999: Certificated Personnel Salaries Educator Effectiveness 10,000.</p>
<p>15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p>	LEA-wide	<ul style="list-style-type: none"> <li><input type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>	<p>Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures Title II 20,000.</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
16) Students are continued to be encouraged and counseled to meet the A-G requirements to be college/career ready.	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	College/Career readiness assistant 2000-2999: Classified Personnel Salaries Base 65,000. Naviance subscription- college/career software 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.
17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 3,000.
18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 84,607.
19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	WMS & WHS	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 20,000. AVID sections at WMS & WHS 1000-1999: Certificated Personnel Salaries Supplemental 165,000.

		(Specify)	
20) EL Students will continue to be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 704,330. Supplies 4000-4999: Books And Supplies Supplemental 6,000. Sub days for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.
21) Bridge materials will be purchased for WHS for Integrated Math III to implement during the 2018/19 school year.	WHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CPM Integrated Math III curriculum 4000-4999: Books And Supplies Base 50,000.
22) Purchase plan to achieve 1 device to 5 student ratio, plus replacement of devices as they age.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase and replacement plan for student devices 0000: Unrestricted Base 100,000.
23) Monitor newly created and implemented Bring Your Own Device "BYO" policy for students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost to District 0.00

<p>24) The District will continue requiring all 10th graders to take the PSAT test.</p>	<p>WHS &amp; WOA</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>PSAT test fees 0000: Unrestricted Base 8,000.</p>
<p>25) TK-8 teachers will continue to implement newly purchased ELA/ELD materials in the 2018/19 school year, and continue to receive high quality professional development.</p>	<p>MWE, WCE, BES, &amp; WMS</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Professional Development for ELA/ELD instruction 1000-1999: Certificated Personnel Salaries Educator Effectiveness 65,000.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.



GOAL 2:	Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	All students benefit from strong engagement in school. The School Accountability Report Card, school attendance rates, chronic absenteeism rates, high school graduation rates, and middle/high school drop out rates will be reviewed and analyzed annually to measure progress.  Metrics: 1) The school attendance rate (ADA) for 2015 is 96.08% 2) The chronic absenteeism rate for 2015 is 1%. 3) The middle school drop out rate is 0% (2014). 4) The high school drop out rate is 7% for 2014 (2015 is TBA) 5) The high school graduation rate is 90% for 2014 (2015 is TBA). The Hispanic/Latino graduation rate for 2014 is 87% (2015 is TBA)
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	1) The school attendance rate will increase to 96.3% 2) The chronic absenteeism rate will reduce to <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 1% to 6%. 5) The high school graduation rate will increase by 1% to 91%. The Hispanic/Latino graduation rate will increase by 3% to 90%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly.

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: 1) The school attendance rate will increase to 96.52%  
 2) The chronic absenteeism rate will continue to be <1%.  
 3) The middle school drop out rate will continue to be 0%.  
 4) The high school drop out rate will reduce by 1% to 5%.  
 5) The high school graduation rate will increase by 1% to 92%. The Hispanic/Latino graduation rate will increase by 3% to 93%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly.

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: 1) The school attendance rate will increase to 96.74%  
 2) The chronic absenteeism rate will continue to be <1%.  
 3) The middle school drop out rate will continue to be 0%.  
 4) The high school drop out rate will reduce by 1% to 4%.  
 5) The high school graduation rate will increase by 1% to 93%. The Hispanic/Latino graduation rate will increase by 3% to 96%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	None- process is in place and will need to expand to monthly.

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<p>GOAL 3:</p>	<p>Create and maintain optimum learning and working environments for students and staff.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<p>All students and staff must have a safe, positive, and motivating environment in which to learn and work. Williams Certification, School Accountability Report Cards, Expulsion rates, Suspension rates, teacher misassignment rates, the FIT report, counseling ratios (academic and social/ emotional), and survey results will be reviewed and analyzed annually to measure progress.</p> <p>Metrics:</p> <ol style="list-style-type: none"> <li>1) The rate of teacher misassignment is &lt;1%.</li> <li>2) Student access to standards-aligned instructional materials is 100%.</li> <li>3) Facility Inspection Tool (FIT) Report is 85.96%.</li> <li>4) The student suspension rate is 3%.</li> <li>5) The student expulsion rate is &lt;1%.</li> <li>6) The school learning environment is 89%, which is to say the 89% of survey responses indicated that the school is providing a safe and positive learning environment.</li> <li>7) The ratio of academic counselors at the high school level is 1/465.</li> <li>8) 83% of staff report that our schools support students who are struggling socially/ emotionally. (2015/16)</li> </ol>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

- Expected Annual Measurable Outcomes:
- 1) The rate of teacher misassignment continues to be <1%.
  - 2) Student access to standards-aligned instructional materials continues to be 100%.
  - 3) The updated FIT report shows that all facilities are in overall fair/good condition, and the district score increases by 1.5% to 87.46%.
  - 4) The student suspension rate maintains at 3%.
  - 5) The student expulsion rate continues to be <1%.
  - 6) The school learning environment survey feedback increases by 1% to 90%.
  - 7) The ratio of academic counselors at the high school level maintains at 1/465.
  - 8) 7% more, or 90% of staff report that our schools support students who are struggling socially/ emotionally.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Renewal of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000.
2) The maintenance of 1 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	WMS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	.5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 52,500. .5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Supplemental 52,500.
3) The District will continue with providing professional development for all certificated staff in the identified social-emotional learning approaches "Responsive Classroom" for grades TK-8, and "Restorative Resources" in grades 9-12.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Consultant fees and travel costs for professional development days 5000-5999: Services And Other Operating Expenditures Title I 84,550. Sub days for teacher professional development 1000-1999: Certificated Personnel Salaries Title I 33,600.

		English proficient Other Subgroups: (Specify)	
4) The district will maintain the Student Advisor hours at Windsor Middle School to make them 8 hour employees, a net increase of 2.6 hours. In addition, 2 additional 8 hour student advisors hired in 2015/16 at WMS & WHS will continue.	WMS & WHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain Student Advisor hours to 8 hour positions at WMS, a net increase of 2.6 hours. In addition, continue two 8 hour student advisor positions at WMS & WHS. 2000-2999: Classified Personnel Salaries Base 186,000.
5) The maintenance of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.
6) Primary Intervention Program (PIP) Child Aides (Special Friends) to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	MWE & WCE	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 15,000.
7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 454,841.

<p>8) The district retains highly qualified and dynamic certificated staff.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,958,704.</p>
<p>9) The District will invest in alternative model "Big Picture School," for Windsor Oaks Academy in order to increase high school graduation rate, increase the perception that the school is providing and safe and positive learning environment, reduce drop-out rate, reduce the percentage of students who are struggling socially and emotionally, and decrease the suspension/expulsion rate.</p>	<p>WOA</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Big Picture School professional development 5000-5999: Services And Other Operating Expenditures Supplemental 63,800.</p>
<p>10) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Replace all battery backups- cost reflects 40% district portion not covered by eRate (Pending budget of carryover) 0000: Unrestricted Lottery 8,003.60</p> <hr/> <p>Upgrade 28 local area network switches-cost reflects 40% district portion not covered by eRate (Pending budget of carryover) 0000: Unrestricted Lottery 21,163.20.</p> <hr/> <p>Upgrade 7 core routers and switches-cost reflects 40% district portion not covered by eRate (Pending budget of carryover) 0000: Unrestricted Lottery 17,804.40.</p> <hr/> <p>Double wi-fi density with 166 access points-cost reflects 40% district portion not covered by eRate (Pending budget of carryover) 0000: Unrestricted Lottery 55,622.80.</p>

**LCAP Year 2: 2017-18**

- Expected Annual Measurable Outcomes:
- 1) The rate of teacher misassignment continues to be <1%.
  - 2) Student access to standards-aligned instructional materials continues to be 100%.
  - 3) The updated FIT report shows that all facilities are in overall fair/good condition, and the district score increases by 1.5% to 87.46%.
  - 4) The student suspension rate maintains at 3%.
  - 5) The student expulsion rate continues to be <1%.
  - 6) The school learning environment survey feedback increases by 1% to 91%.
  - 7) The ratio of academic counselors at the high school level reduces to 1/439.
  - 8) 5% more, or 95% of staff report that our schools support students who are struggling socially/ emotionally.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Renewal of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000.
2) The maintenance of 1 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	WMS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	.5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 52,500. .5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Supplemental 52,500.
3) The District will continue with providing professional development for all certificated staff in the identified social-emotional learning approaches "Responsive Classroom" for grades TK-8, and "Restorative Resources" in grades 9-12.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Consultant fees and lunch for professional development days 5000-5999: Services And Other Operating Expenditures Title I 50,000. Sub days for teacher professional development 1000-1999: Certificated Personnel Salaries Title I 25,000.



		English proficient Other Subgroups: (Specify)	
4) The district will maintain the Student Advisor hours at Windsor Middle School to make them 8 hour employees, a net increase of 2.6 hours. In addition, 2 additional 8 hour student advisors hired in 2015/16 at WMS & WHS will continue.	WMS & WHS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain Student Advisor hours to 8 hour positions at WMS, a net increase of 2.6 hours. In addition, continue two 8 hour student advisor positions at WMS & WHS. 2000-2999: Classified Personnel Salaries Base 186,000.
5) The maintenance of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and maintaining a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.
6) Primary Intervention Program (PIP) Child Aides (Special Friends) continue to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	MWE & WCE	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 15,000.
7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.	LEA-wide	All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 475,000.

<p>8) The district continues to recruit and retain highly qualified and dynamic certificated staff.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 18,228,704.</p>
<p>9) The District continues to invest in alternative model "Big Picture School," for Windsor Oaks Academy in order to increase high school graduation rate, increase the perception that the school is providing and safe and positive learning environment, reduce drop-out rate, reduce the percentage of students who are struggling socially and emotionally, and decrease the suspension/expulsion rate.</p>	<p>WOA</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Big Picture School professional development 5000-5999: Services And Other Operating Expenditures Supplemental 29,400.</p>
<p>10) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>TBD 0000: Unrestricted Lottery 100,000.</p>

**LCAP Year 3: 2018-19**

- Expected Annual Measurable Outcomes:
- 1) The rate of teacher misassignment continues to be <1%.
  - 2) Student access to standards-aligned instructional materials continues to be 100%.
  - 3) The updated FIT report shows that all facilities are in overall fair/good condition, and the district score increases by 1.5% to 88.96%.
  - 4) The student suspension rate maintains at 3%.
  - 5) The student expulsion rate continues to be <1%.
  - 6) The school learning environment survey feedback increases by 1% to 92%.
  - 7) The ratio of academic counselors at the high school level maintains at 1/439.
  - 8) 2% more, or 97% of staff report that our schools support students who are struggling socially/ emotionally.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The District's maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Renewal of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000.
2) The maintenance of 1 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	WMS	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	.5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 52,500. .5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Supplemental 52,500.
3) The District will continue with providing professional development for new certificated staff in the identified social-emotional learning approaches "Responsive Classroom" for grades TK-8, and "Restorative Resources" in grades 9-12.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Consultant fees and lunch for professional development days 5000-5999: Services And Other Operating Expenditures Title I 5,000. Sub days for teacher professional development 1000-1999: Certificated Personnel Salaries Title I 500.

		English proficient Other Subgroups: (Specify)	
4) The district will maintain the Student Advisor hours at Windsor Middle School to make them 8 hour employees, a net increase of 2.6 hours. In addition, 2 additional 8 hour student advisors hired in 2015/16 at WMS & WHS will continue.	WMS & WHS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain Student Advisor hours to 8 hour positions at WMS, a net increase of 2.6 hours. In addition, continue two 8 hour student advisor positions at WMS & WHS. 2000-2999: Classified Personnel Salaries Base 186,000.
5) The maintenance of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and maintaining a framework for RtI social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.	ELA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.
6) Primary Intervention Program (PIP) Child Aides (Special Friends) continue to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.	MWE & WCE	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 15,000.
7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 475,000.

<p>8) The district continues to recruit and retain highly qualified and dynamic certificated staff.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 18,498,704.</p>
<p>9) The District continues to implement alternative model "Big Picture School," for Windsor Oaks Academy in order to increase high school graduation rate, increase the perception that the school is providing and safe and positive learning environment, reduce drop-out rate, reduce the percentage of students who are struggling socially and emotionally, and decrease the suspension/expulsion rate.</p>	<p>WOA</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Big Picture School continued implementation- no cost in Year 3 0.00</p>
<p>10) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>TBD 0000: Unrestricted Lottery 100,000.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Build effective and relevant family partnerships to increase student achievement and engagement in school	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	All students benefit from active parent involvement with strong and engaging family and community partnerships. The Parent Surveys, (including survey results from English Learners, low income, foster youth, and students with disabilities), program and event attendance logs, and use of online gradebook, will be reviewed and analyzed annually to measure progress.  Metrics: 1) 82% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2015/16 survey was 16% 3) Attendance tracking for program and events is only partially implemented
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	1) 5% more, or 87% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017 survey will increase by 10%, from 16% to 26%. 3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over baseline.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Bilingual community liaisons work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	LEA-wide	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain bilingual community liaison hours at 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 230,000.

<p>2) Aeries AIR annual subscription fee to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500.</p>
<p>3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.</p>	<p>MWE, WCE, &amp; BES</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>No cost- computer lab instructional assistants included in another section</p>
<p>4) One of the following of each will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners                  Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>No cost- District staff to provide presentations</p>
<p>5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness &amp; Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators attend.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All                  OR:                  Low Income pupils  <input checked="" type="checkbox"/> English Learners                  Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500.                  Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: 1) 3% more, or 90% of parents responding to surveys indicate that the schools regularly seek parent input and participation.  
 2) The response rate for parents on the 2018 survey will increase by 10%, from 26% to 36%.  
 3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Bilingual community liaisons continue to work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain bilingual community liaison hours at 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 230,000.
2) Aeries AIR annual subscription fee continues to allow parents to continue to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Aeries AIR renewal 5800: Professional/Consulting Services And Operating Expenditures Base 5,500.
3) Parents continue to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	MWE, WCE, & BES	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section
4) One of the following of each (or others identified) will continue to be implemented to assist with parent education and promotion of parent participation: LCAP	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	No cost- District staff to provide presentations



Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety		<input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	
5) ELAC/DELAC meetings will continue to be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators will continue to attend.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500.  Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	1) 2% more, or 92% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017 survey will increase by 10%, from 36% to 46%. 3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over 2017/18.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Bilingual community liaisons continue to work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain bilingual community liaison hours at 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 230,000.
2) Aeries AIR annual subscription fee continues to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500.

		English proficient Other Subgroups: (Specify)	
3) Parents continue to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.	MWE, WCE, & BES	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost- computer lab instructional assistants included in another section
4) One of the following of each (or other areas identified) will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	No cost- District staff to provide presentations
5) ELAC/DELAC meetings will continue to be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators will continue to attend.	LEA-wide	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500. Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core.</p> <p>Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies.</p> <p>2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS; API Score= N/A</p> <p>3) 3% fewer, 42% of students, parents, and staff averaged will identify math as the subject students need more help with (45%= 2015)</p> <p>4) 2% more, or 38% of students complete A-G requirements (2015).</p> <p>5) 2% more, or 22% of students participate in AP exams (2015).</p> <p>6) 2% more, or 50% of students completing an 11/12 CTE course (2015)</p> <p>7) 2% more, or 12% of students are college/career ready on math EAP, and 31% on ELA EAP (2015)</p> <p>8) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development</p> <p>9) 5% more, or 24% of students will perform in the Healthy Fit Zone (HFZ) in 2015.</p> <p>10) 3% more, or Target 1- 61%, Target 2- 55%, and RFEP rate- 14% of the percentage of ELs meeting AMAO targets will increase in 2015/16.</p> <p>11) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class</p> <p>12) All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) MET: Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core.</p> <p>Progress goal: Observations with rubric show that 90% of teachers are implementing specified strategies.</p> <p>2) PARTIALLY MET: Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS.</p> <p>3) NOT MET: 2% fewer students, parents, and staff averaged identified math as the subject students need more help with; 2015 average= 45%</p> <p>4) TBD: 2% more, or 38% of students complete A-G requirements (2015).</p> <p>5) MET: 6% more, or 25% of students participated in AP exams (2015).</p> <p>6) NOT MET: 0% more, or 48% of students completed an 11/12 CTE course (2015)</p> <p>7) TBD: EAP scores were not disaggregated in 2015 SBAC. A new baseline will need to be established once they are reported in the 2016 SBAC administration.</p> <p>8) PARTIALLY MET: This specific question was not asked, but when staff were asked if the school is working to implement the CCSS, 38% more agreed in 2016 (84%) than in 2015 (46%).</p> <p>9) NOT MET: 2% less, or 17% of students performed in the Healthy Fit Zone (HFZ) in 2015.</p> <p>10) PARTIALLY MET: .4% more, or Target 1- 58.3% (2014/2015 was 57.9%), Target 2- 10.5% more, or 56.3% (2014/2015 was 45.8%), and RFEP rate- 1%, or 12% (2014/2015 was 11%) of the percentage of ELs meeting AMAO targets increased in</p>

<p>course of study described in Education Code</p> <p>13) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology.</p> <p>14) 10% more, or 48% of teachers use digital or online assessments with their students.</p> <p>15) English Learners will demonstrate a 10% increase in achievement on Accelerated English common benchmark assessments, enabling them to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>16) 2% more, or 80% of students (2013 was 78%) will earn an AP exam score of 3 or higher in 2015. (2014 data is not currently available due to discrepancies.)</p>	<p>2015/16.</p> <p>11) NOT MET: 3% less, or 4% of students in grades TK-12 were enrolled in an academic intervention class in 2014/15</p> <p>12) MET: All students, including English Learners, low income, foster youth, and students with disabilities maintained access to the full course of study described in Education Code</p> <p>13) MET: 100% of teachers spent 8 hours or more of school-sponsored professional development in educational technology in 2015/16.</p> <p>14) PARTIAL PROGRESS/NOT DIRECTLY MEASURED: More teachers utilized online assessments this year (see #2 above), but there was no direct measurement.</p> <p>15) MET: There is one less Accelerated English class needed at BES for 2016/17, and 1.0 FTE less needed at WMS for 2016/17. This is in direct relation to EL student progress on Benchmark assessments and CELDT.</p> <p>16) NOT MET: 3% less, (or 75%) of students earned an AP exam score of 3 or higher in 2014. 77% earned an AP exam score of 3 or higher in 2015.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.</p>	<p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500.</p> <p>teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.</p>	<p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) worked with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT surveyed teachers who rated themselves regarding implementation of the Core Six. ILT teachers were available to provide support to teachers on implementing the Core Six.</p>	<p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500.</p> <p>teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 64,000.</p>
<p>Scope of Service</p> <p>LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <p>LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.</p>	<p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base 20,000.  EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.</p>	<p>2) Work continued with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress.</p>	<p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Title II 20,000.  EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 42,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3) CCSS aligned "Bridge" materials will be purchased in grades TK-8 to assist with CCSS implementation in mathematics.</p>	<p>Purchase mathematics "Bridge Materials" TK-8 4000-4999: Books And Supplies One Time Mandated Cost 365,000.</p>	<p>3) CCSS aligned "Bridge" materials were purchased in grades TK-8 to assist with CCSS implementation in mathematics.</p>	<p>Purchase mathematics "Bridge Materials" TK-8 4000-4999: Books And Supplies One Time Mandated Cost 365,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   MWE, WCE, BES, &amp; WMS</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4) All schools have visuals that</p>	<p>Purchase visuals to help promote a</p>	<p>4) All schools received limited visuals</p>	<p>Purchase visuals to help promote a</p>

<p>communicate a college/career focused culture.</p>	<p>college/career focused culture at all schools. 4000-4999: Books And Supplies Base 1500.</p>	<p>that communicate a college/career focused culture.</p>	<p>college/career focused culture at all schools. 4000-4999: Books And Supplies Base 0.00</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5) Teachers in grades TK-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.</p>	<p>Included in total salaries -0-</p>	<p>5) Teachers in grades TK-5 continued to provide physical activity to meet state minute requirements. The instruction included opportunities to routinely develop aerobic capacity, flexibility, and strength.</p>	<p>Included in total salaries -0-</p>
<p>Scope of Service   School-wide (MWE, WCE, &amp; BES)</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School-wide (MWE, WCE, &amp; BES)</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6) The Accelerated English program will continue, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2 teachers.</p>	<p>Clark Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 128,000.   Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>6) The Accelerated English program continued, with 5 days of training and 15 days of in class coaching for each new participating teacher, with a similar schedule for Year 2+ teachers.</p>	<p>Clark Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 128,000.   Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.</p>

	9,000.		
<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All          -----  <input type="checkbox"/> OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All          -----  <input type="checkbox"/> OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7) Additional FTE are hired to respond to and monitor and address students' academic needs in ELA &amp; math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>3 Academic Intervention teachers are hired 1000-1999: Certificated Personnel Salaries Supplemental 240,000.</p> <p>Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 15,000.</p> <p>Teacher after school program- Odyssey credit make-up for WHS &amp; WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p>	<p>7) Additional FTE were hired to respond to and monitor and address students' academic needs in ELA &amp; math in grades TK-12 when they were not making progress on district common assessments.</p> <p>One Intervention position was not successfully recruited, and went unfilled for the 2015/16 school year. In addition, the budgeted expenditure estimate came in a bit high compared to the actual expenditure for the intervention positions that were filled.</p> <p>The additional materials estimated budgeted expenditure was more than the actual expenditure, partly due to not being able to successfully recruit and hire one position.</p> <p>The Odyssey credit make-up online intervention curriculum actual cost was slightly higher than the estimated budgeted expenditure.</p>	<p>3 Academic Intervention teachers are hired 1000-1999: Certificated Personnel Salaries Supplemental 148,393.</p> <p>Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 1,000.</p> <p>Teacher after school program- Odyssey credit make-up for WHS &amp; WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.</p> <p>Online intervention curriculum 5000-5999: Services And Other Operating Expenditures Title I 8323.</p>
<p>Scope of Service   MWE, WCE, BES, &amp; WHS/WOA</p>		<p>Scope of Service   MWE, WCE, BES, &amp; WHS/WOA</p>	



<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>	<p>8) District provided one of 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for 80 teachers.</p>	<p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9) District to provide one full day of professional development focused upon technology integration and 21st century skills</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.</p> <p>Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.</p>	<p>9) District provided one full day of professional development focused upon technology integration and 21st century skills</p>	<p>One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.</p> <p>Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 99,000.</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10) District to provide mobile devices (ipads or Chromebooks) for teachers to use.</p>	<p>Complete purchase of mobile devices for teachers (began in 14/15) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.</p>	<p>10) District provided mobile devices (ipads or Chromebooks) for teachers to use.</p>	<p>Complete purchase of mobile devices for teachers (began in 14/15) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>11) Provide after school tutoring support in grades TK-8, including transportation home</p>	<p>Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 4,000.          Tutoring/ homework support teachers- 2 days per week- school year 0000: Unrestricted Supplemental 42,000.</p>	<p>11) Provided after school tutoring support in grades TK-8, including transportation home and supervision for one 8-week session in the spring of 2016.</p>	<p>Bus transportation home and supervision 2000-2999: Classified Personnel Salaries Supplemental 4,000.          Tutoring/ homework support teachers- 2 days per week- one 8 week session in spring 2016 0000: Unrestricted Supplemental 22,600.</p>
<p>Scope of Service   MWE, WCE, BES, &amp; WMS</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   MWE, WCE, BES, &amp; WMS</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12) Site leads train colleagues and</p>	<p>Site Lead training 1000-1999:</p>	<p>12) Site leads trained colleagues and</p>	<p>Site Lead training 1000-1999:</p>

<p>facilitate work sessions to create common assessments in ELA and math.</p>	<p>Certificated Personnel Salaries Base 2,000.</p>	<p>facilitated work sessions to create common assessments in ELA and math.</p>	<p>Certificated Personnel Salaries Base 2,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>13) Supervised after school computer lab/ library access</p>	<p>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 4,500.</p>	<p>13) Supervised after school computer lab/ library access was not provided.</p>	<p>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 0.00</p>
<p>Scope of Service   BES, WMS, &amp; WHS</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   BES, WMS, &amp; WHS</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.</p>	<p>Contract for high quality professional development- set aside in the EFB 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 60,000.</p>	<p>14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice continued.</p> <p>The estimated budgeted expenditures are different than the actual expenditures for two reasons:</p>	<p>Contract for high quality professional development- set aside in the EFB 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 21,000.</p> <p>Sub release days 1000-1999: Certificated Personnel Salaries One Time Mandated Cost 10,000.</p>

		<p>1. Other funding sources were also used for this action/service (Title II and Educator Effectiveness funds)</p> <p>2. The estimate was higher than the actual expenditures.</p>	
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p>	<p>Professional Development for teachers and staff- set aside in the EFB 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 20,000.</p>	<p>15) District continued to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p>	<p>Professional Development for teachers and staff- set aside in the EFB 1000-1999: Certificated Personnel Salaries One Time Mandated Cost 20,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.</p>	<p>Classified salary for college/career readiness assistant 2000-2999: Classified Personnel Salaries Base 30,000.</p>	<p>16) Students were encouraged and counseled to meet the A-G requirements to be college/career ready.</p>	<p>Classified salary for college/career readiness assistant 2000-2999: Classified Personnel Salaries Base 65,071.28.</p>

	Subscription cost for Naviance-college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.		Subscription cost for Naviance-college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 5,000.				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
17) Students enrolling in AP classes are encouraged to participate in the AP exams.	Scholarships for AP exams for low SES students 0000: Unrestricted Supplemental 2,000.	17) Students enrolling in AP classes were encouraged to participate in the AP exams.	Scholarships for AP exams for low SES students 0000: Unrestricted Supplemental 2,764.				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
18) WHS continues to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.	Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 75,000.	18) WHS continued to provide strong academy and pathway programs at grades 11/12 with one or more CTE courses integrated with academic courses at each grade level.	Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 84,000.				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
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Scope of Service	LEA-wide						

<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program</p>	<p>AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 151,000. AVID sections at WMS &amp; WHS 1000-1999: Certificated Personnel Salaries Supplemental 241,000.</p>	<p>19) Continued to provide funding for Advancement Via Individual Determination (AVID) Program  The discrepancy in the AVID budgeted expenditures and actual expenditures was due to inaccurate estimating.</p>	<p>AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 18,000. AVID sections at WMS &amp; WHS 1000-1999: Certificated Personnel Salaries Supplemental 164,992.</p>
<p>Scope of Service   WMS &amp; WHS ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   WMS &amp; WHS ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>20) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year.</p>	<p>FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 500,000. Supplies 4000-4999: Books And Supplies Supplemental 6,000.</p>	<p>20) EL Students were grouped by language level, and placement, as well as benchmark assessments to monitor progress continued to be implemented throughout the year.</p>	<p>FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 704,330. Supplies 4000-4999: Books And Supplies Supplemental 6,000.</p>
<p>Scope of Service   LEA-wide ----- <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service   LEA-wide ----- <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	3. In 2016/17, bridge materials will be purchased for WHS to assist with CCSS implementation in mathematics. 4. More college/career readiness materials (penants, posters, t-shirts,etc.) will be purchased for each site that communicate a college/career focused culture. 5. In order to assist teachers and students with opportunities to routinely develop students' aerobic capacity, flexibility, and strength, funding will be allocated for professional development and equipment. 6. Accelerated English training and coaching will continue, but with a new vendor that is Northern California based (2015/16 was AZ based), which will save travel costs. 7. BES was unsuccessful in recruiting an intervention teacher in 2015/16. For 2016/17, BES has recruited a teacher, and 1.0 additional intervention FTE will also be allocated to WMS & WHS. 8. Additional opportunities will be provided, some of which will include the chance for staff to demonstrate competencies agreed to upon receiving their devices. 9. Professional Development regarding technology integration and 21st century learning will continue. 11. After-school tutoring will be offered earlier in the 2016/17 school year, and for more sessions. 13. After-school computer lab/library access for students will be implemented in 2016/17. 16. A better vertically articulated 6-12 scope and sequence will be implemented with Naviance to assist students with meeting the A-G requirements to be college/career ready.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 2% to 5%. 5) The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%.	Actual Annual Measurable Outcomes: 1) NOT MET: The school attendance rate decreased from 2014 to 2015 by .21% to 96.08%. 2) NOT MET: The chronic absenteeism rate is 1% for 2015. 3) TBA: The middle school drop out rate will continue to be 0%. 4) TBA: The high school drop out rate will reduce by 2% to 5%. 5) TBA: The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Hold SARB hearings monthly, and systematize SARB process at each site.	None- process is in place and will need to expand to monthly.	1) Held SARB hearings monthly, and systematized SARB process at each site.	None- process is in place and will need to expand to monthly.
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions,	1. Monthly attendance reports will be shared by the District Office to the sites to ensure SARB process is being implemented		



services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	and followed.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Create and maintain optimum learning and working environments for students and staff.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1) The rate of teacher misassignment continues to be &lt;1%.</li> <li>2) Student access to standards-aligned instructional materials continues to be 100%.</li> <li>3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%.</li> <li>4) The student suspension rate maintains at 3%.</li> <li>5) The student expulsion rate continues to be &lt;1%.</li> <li>6) The school learning environment survey feedback increases by 2% to 94%.</li> <li>7) The ratio of academic counselors at the high school level maintains at 1/439.</li> <li>8) 10% more, or 79% of staff report that our schools support students who are struggling socially/ emotionally.</li> </ol>	Actual Annual Measurable Outcomes:	
		<ol style="list-style-type: none"> <li>1) MET: The rate of teacher misassignment continues to be &lt;1%.</li> <li>2) MET: Student access to standards-aligned instructional materials continues to be 100%.</li> <li>3) NOT MET: The updated FIT report shows that all facilities are in overall "fair" condition, and the district score increased by 2.6% to 85.96%, but because the ranges were re-calibrated, the overall rating dropped from "good" to "fair."</li> <li>4) MET: The student suspension rate maintains at 3%.</li> <li>5) MET: The student expulsion rate continues to be &lt;1%.</li> <li>6) NOT MET: The school learning environment survey feedback decreased by 3% to 89%.</li> <li>7) MET: The ratio of academic counselors at the high school level maintains at 1/439.</li> <li>8) MET: 14% more, or 83% of staff report that our schools support students who are struggling socially/ emotionally.</li> </ol>	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings.	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000.	1) The District's maintenance department remedied some of the findings in the FIT Report so all schools continue to strive to meet the criteria for "good" condition by generating work orders directly from the FIT report	Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 5,000.

	Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000.	findings.	Floater Custodian 2000-2999: Classified Personnel Salaries Base 40,000. 0000: Unrestricted				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><u>X</u> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u>X</u> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>2) The addition of 1 social/emotional counselor (MFT or LCSW) improves services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p>	<p>1 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 105,000.</p>	<p>2) The addition of 1 social/emotional counselor (MFT or LCSW) improved services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p>	<p>1 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 113,280.</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>WMS</td> </tr> </table>	Scope of Service	WMS		<table border="1"> <tr> <td>Scope of Service</td> <td>WMS</td> </tr> </table>	Scope of Service	WMS	
Scope of Service	WMS						
Scope of Service	WMS						
<p><u>X</u> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u>X</u> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS.</p>	<p>Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 10,000.</p>	<p>3) The District continued to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS.</p>	<p>Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 10,000.</p>				

<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	
<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>4) The district will increase the Student Advisor hours at WMS to make them 8 hour employees.</p>	<p>Increase Student Advisor hours to 8 hour positions, a net increase of 2.6 hours. 2000-2999: Classified Personnel Salaries Base 14,000.</p>	<p>4) The district increased the Student Advisor hours at WMS to make them 8 hour employees.</p>	<p>Increase Student Advisor hours to 8 hour positions, a net increase of 2.6 hours. 2000-2999: Classified Personnel Salaries Base 14,000.                   Increase Student Advisors by two 8 hours positions; one at WMS and one at WHS (50% of 2015/16) 2000-2999: Classified Personnel Salaries Base 36,000.</p>
<p>Scope of Service   WMS</p>		<p>Scope of Service   WMS</p>	
<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>5) The increase of 2 school psychologists improves services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and</p>	<p>2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.</p>	<p>5) The increase of 2 school psychologists improved services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and</p>	<p>2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.                   Social Emotional Learning (SEL) Approaches are identified and professional development begins in June 2016 for 60% of the staff. 5000-5999: Services And Other Operating</p>

<p>promoting a positive learning environment.</p>		<p>promoting a positive learning environment.</p>	<p>Expenditures Title I 60,000. Per diem for professional development summer cohort participants 1000-1999: Certificated Personnel Salaries Title I 37,460.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6) Primary Intervention Program (PIP) Child Aides (Special Friends) to help TK-3 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.</p>	<p>2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 26,994.</p>	<p>6) Primary Intervention Program (PIP) Child Aides (Special Friends) helped TK-1 students get a good start in school by fostering a healthy self-concept and developing social skills, thereby improving school adjustment and academic achievement.</p> <p>Due to a lack of space, WCE was unable to offer PIP services to students in grades 2/3, hence the discrepancy between the budgeted and actual expenditures.</p>	<p>2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 6,700.</p>
<p>Scope of Service   MWE &amp; WCE</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   MWE</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>7) The District will continue to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth have a safe, reliable, and district provided means of getting to and from school each day.</p>	<p>Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 155,808. Benefits 3000-3999: Employee Benefits Supplemental 99,338. Supplies 4000-4999: Books And Supplies Supplemental 53,430. Services 5000-5999: Services And Other Operating Expenditures Supplemental 17,459.</p>	<p>7) The District continued to provide home to school transportation at all school sites, ensuring that low income, English Learners, and Foster Youth had a safe, reliable, and district provided means of getting to and from school each day.</p>	<p>Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 214,682.88 Benefits 3000-3999: Employee Benefits Supplemental 134,176.80 Supplies 4000-4999: Books And Supplies Supplemental 71,560.96 Services 5000-5999: Services And Other Operating Expenditures Supplemental 26,835.36</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8) The district retains highly qualified and dynamic certificated staff.</p>	<p>Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,948,962.</p>	<p>8) The district retains highly qualified and dynamic certificated staff.</p>	<p>Certificated salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,948,962.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be</p>	<p>1. The District will be going out for a bond to attempt to address some of the more costly FIT items/repairs such as roofs and dry rot.</p>		

<p>made as a result of reviewing past progress and/or changes to goals?</p>	<p>4. In addition to making both student advisor positions 8 hours at WMS, 1 additional 8 hour student advisor was also added during the 2015/16 school year at WMS &amp; WHS to address safety concerns.</p> <p>5. Social-emotional learning (SEL) approaches were identified in the spring of 2016, and professional development was completed in June 2016 for more than 60% of the staff, with the remaining professional development scheduled for the 2016/17 and 2017/18 school years. Responsive Classroom is the approach identified for implementation at the TK-8 level, and Restorative Resources is the approach identified at the 9-12 level.</p> <p>6. Due to a lack of space, WCE was unable to offer PIP services to students in grades 2/3. Space has now been identified, and services will be offered in grade TK-3 in the 2016/17 school year.</p>
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Build effective and relevant family partnerships to increase student achievement and engagement in school	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1) 5% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation than 2014/15. 2) The response rate for parents on the 2016 survey will increase by 10%, from 18% to 28%. 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth	Actual Annual Measurable Outcomes: 1) PARTIALLY MET: 2% more, or 82% of parents responding to surveys indicated that the schools regularly seek parent input and participation in 2015/16. 2) NOT MET: The response rate for parents on the 2016 survey decreased by 2%, from 18% to 16%. 3) PARTIALLY MET: Attendance tracking for program and events began happening to establish a baseline and then monitor growth	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Bilingual community liaisons work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.		1) Bilingual community liaisons worked 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.	
Increase bilingual community liaison hours from 4 hours per day to 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 172,000.		Increase bilingual community liaison hours from 4 hours per day to 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 229,000.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	



<p>_ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>2) Aeries AIR purchased to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.</p>	<p>Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500. Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 3,000.</p>	<p>2) Aeries AIR purchased to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information.</p>	<p>Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500. Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 3,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.</p>	<p>No cost- computer lab instructional assistants included in another section</p>	<p>3) Parents were provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.</p>	<p>No cost- computer lab instructional assistants included in another section</p>
<p>Scope of Service   MWE, WCE, &amp; BES</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   MWE, WCE, &amp; BES</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4) One of the following of each will be</p>	<p>No cost- District staff to provide</p>	<p>4) Parent education evenings were</p>	<p>Above the Fray presentation for BES</p>

<p>implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety</p>	<p>presentations</p>	<p>hosted by all sites in the following areas: CCSS Math, Mean Girl Extinction Project, "Above the Fray" (technology and cyberbullying), Principal Coffees, Nutrition, Parenting 101, Summer Ideas/Activities, College Fair, Naviance Family Connection Night, Adolescent Suicide, Adolescent Drug Use, Teens and Social Media, Students with Mental Illness, Marijuana and the Adolescent Brain, and Career Connections.</p>	<p>&amp; WMS 5000-5999: Services And Other Operating Expenditures Other 1500.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness &amp; Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators attend.</p>	<p>Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500.  Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.</p>	<p>5) ELAC/DELAC meetings were scheduled at different sites, and included required agenda items, as well as items of interest to parents: Accelerated English Instruction, LCAP/LCFF training, College/Career Readiness (x2), with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site and District administrators attended.</p>	<p>Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 500.  Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000.</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All  OR:</p>		<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All  OR:</p>	

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	3. Better advance communication and a more deliberate system will be put into place in hopes of encouraging more parents to complete the LCAP survey during parent conference week.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,230,671.00</u>
<p>Windsor Unified School District (unduplicated count is 37%) is receiving \$2,230,671 in supplemental grant funds. The majority of this funding supports ELD teacher salaries, as well as consultant fees for training, coaching, and specialized program materials . The district is focusing its improvement efforts in on a TK-12 ELD program with a curriculum in its 3rd year of implementation, and focused professional development, as well as in-class coaching. Due to the District's Program Improvement status under Title III, as well as the concerning lack of achievement with AMAO targets (see Goal 1, Metric 10), it is necessary to utilize the supplemental grant funds to ensure that our English Learners become proficient in English as quickly as possible. As English Learners make up a significant portion of our unduplicated count, the services provided are meeting the needs of the targeted student population. Not only are there already signs of improvement with our AMAO targets, we are also experiencing a reduction in the FTE needed to teach English Language Development, as our students Redesignate as Fluent English Proficient and exit the program.</p> <p>The District will also be preparing for a significant investment and focus on Academic and Social/Emotional Response to Intervention (RtI) that will further address the needs of economically disadvantaged students, R-FEP students, ELs and foster youth. The services to be provided to students are research based practices that will assist students with building their skill set with social-emotional learning. According to surveys administered during the 2015/16 school year, the chosen approaches will best meet the needs determined from the survey results.</p> <p>The District will continue to provide AVID to MS and HS students to support them in college/career readiness. AVID's research based practices are yielding success with our students, as 85% of the Windsor High School 2016 senior class was accepted to CSU and UC colleges, many of whom will be first generation college students in their families.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.16	%
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The district's prior year Supplemental grant expenditure was \$1,854,029 and the MPP percentage was 6.06%. The district's estimated Supplemental Grant Funding is \$2,230,671, and the district's Minimum Proportionality Percentage is 7.16%. As demonstrated in the LCAP, we are spending \$2,230,671 above our base grant in services specifically for our unduplicated target population and have met our MPP in increased or improved services for these students.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	22,309,673.0 0	22,434,242.0 0	22,741,032.6 0	22,470,041.0 0	22,241,141.0 0	67,452,214.6 0
	574,200.00	574,200.00	574,200.00	0.00	0.00	574,200.00
Base	19,083,262.0 0	19,085,042.0 0	19,517,611.0 0	19,823,811.0 0	19,693,811.0 0	59,035,233.0 0
CCSS	0.00	0.00	0.00	0.00	0.00	0.00
Educator Effectiveness	0.00	0.00	130,000.00	186,000.00	186,000.00	502,000.00
Lottery	91,000.00	91,000.00	20,003.60	112,000.00	112,000.00	244,003.60
One Time Mandated Cost	445,000.00	416,000.00	0.00	0.00	0.00	0.00
Other	135,585.00	137,085.00	0.00	0.00	0.00	0.00
Supplemental	1,854,029.00	1,892,535.00	2,234,471.00	2,220,230.00	2,190,830.00	6,645,531.00
Title I	93,000.00	184,783.00	221,150.00	108,000.00	38,500.00	367,650.00
Title II	10,000.00	30,000.00	20,000.00	20,000.00	20,000.00	60,000.00
Title III	23,597.00	23,597.00	23,597.00	0.00	0.00	23,597.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	22,309,673.0 0	22,434,242.0 0	22,741,032.6 0	22,470,041.0 0	22,241,141.0 0	67,452,214.6 0
	1,247,182.00	1,247,182.00	1,111,597.00	0.00	0.00	1,111,597.00
0000: Unrestricted	46,500.00	27,864.00	21,503.60	213,500.00	213,500.00	448,503.60
0001-0999: Unrestricted: Locally Defined	79,000.00	79,000.00	150,000.00	150,000.00	150,000.00	450,000.00
1000-1999: Certificated Personnel Salaries	19,396,962.0 0	19,510,137.0 0	19,847,241.0 0	20,164,641.0 0	20,410,141.0 0	60,422,023.0 0
2000-2999: Classified Personnel Salaries	552,802.00	658,162.88	1,104,841.00	1,125,000.00	1,125,000.00	3,354,841.00
3000-3999: Employee Benefits	99,338.00	134,176.80	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	440,930.00	443,560.96	111,500.00	491,500.00	91,500.00	694,500.00
5000-5999: Services And Other Operating Expenditures	275,459.00	182,658.36	291,350.00	222,400.00	148,000.00	661,750.00
5800: Professional/Consulting Services And Operating Expenditures	171,500.00	151,500.00	103,000.00	103,000.00	103,000.00	309,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	22,309,673.00	22,434,242.00	22,741,032.60	22,470,041.00	22,241,141.00	67,452,214.60
		574,200.00	574,200.00	574,200.00	0.00	0.00	574,200.00
	Base	443,800.00	443,800.00	443,800.00	0.00	0.00	443,800.00
	Other	135,585.00	135,585.00	0.00	0.00	0.00	0.00
	Title I	70,000.00	70,000.00	70,000.00	0.00	0.00	70,000.00
	Title III	23,597.00	23,597.00	23,597.00	0.00	0.00	23,597.00
0000: Unrestricted	Base	2,500.00	2,500.00	10,500.00	110,500.00	110,500.00	231,500.00
0000: Unrestricted	Lottery	0.00	0.00	8,003.60	100,000.00	100,000.00	208,003.60
0000: Unrestricted	Supplemental	44,000.00	25,364.00	3,000.00	3,000.00	3,000.00	9,000.00
0000: Unrestricted	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
0001-0999: Unrestricted: Locally Defined	Lottery	79,000.00	79,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	18,388,962.00	18,377,962.00	18,386,311.00	18,656,311.00	18,926,311.00	55,968,933.00
1000-1999: Certificated Personnel Salaries	CCSS	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	0.00	0.00	122,000.00	178,000.00	178,000.00	478,000.00
1000-1999: Certificated Personnel Salaries	One Time Mandated Cost	0.00	30,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	990,000.00	1,026,715.00	1,297,330.00	1,297,330.00	1,297,330.00	3,891,990.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00	45,460.00	41,600.00	33,000.00	8,500.00	83,100.00
1000-1999: Certificated Personnel Salaries	Title II	10,000.00	30,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	189,000.00	203,280.00	343,500.00	343,500.00	343,500.00	1,030,500.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	363,802.00	454,882.88	761,341.00	781,500.00	781,500.00	2,324,341.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	99,338.00	134,176.80	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	1,500.00	0.00	79,000.00	459,000.00	59,000.00	597,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	One Time Mandated Cost	365,000.00	365,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	59,430.00	77,560.96	7,500.00	7,500.00	7,500.00	22,500.00
4000-4999: Books And Supplies	Title I	15,000.00	1,000.00	25,000.00	25,000.00	25,000.00	75,000.00
4000-4999: Books And Supplies	Title III	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	47,000.00	47,000.00	94,000.00	94,000.00	94,000.00	282,000.00
5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
5000-5999: Services And Other Operating Expenditures	One Time Mandated Cost	60,000.00	21,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	1,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	168,459.00	44,835.36	104,800.00	70,400.00	41,000.00	216,200.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	68,323.00	84,550.00	50,000.00	5,000.00	139,550.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,500.00	10,500.00	10,500.00	10,500.00	10,500.00	31,500.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Mandated Cost	20,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	129,000.00	129,000.00	60,500.00	60,500.00	60,500.00	181,500.00



<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2015-16 Annual Update Budgeted</b>	<b>2015-16 Annual Update Actual</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2016-17- 2018-19 Total</b>
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).