

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name Windsor Unified School District

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Superintendent

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2017-20 Plan Summary

THE STORY

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

The Windsor Unified School District, located in beautiful Windsor (home to 27,000, 70% of whom are white, and 30% Hispanic/Latino) in Sonoma County, California, serves approximately 4,250 students in grades TK-12, 45% of whom are white, and 49% Hispanic/Latino. Twenty percent of the District's students are English Learners, with Spanish being the predominant language spoken in the home. Students with disabilities comprise 16% of the student population, and 40% are reported as being of low socio-economic status. The District schools model a cluster school arrangement, with all TK-1 students housed at Mattie Washburn Elementary, 2-3 students at Windsor Creek Elementary, 4-5 students at Brooks Elementary, 6-8 students at Windsor Middle School, 9-12 students at Windsor High School, and 10-12 students at alternative high school, Windsor Oaks Academy/Big Picture Learning. Cali Calmecac Language Academy is a dependent K-8 dual-immersion Spanish/English charter school in the Windsor Unified School District with enrollment of an additional 1,100 students. The North County Consortium (NCC) is also part of the District, serving approximately 60 students with more severe disabilities in grades pre-school through twelve from Windsor and neighboring Districts.

The attendance rate for 2015/16 was 95.2%. While the District's truancy rate is below the county and state, it is a data point that is monitored carefully, as regular school attendance is paramount to student success in school.

Students in the Windsor Unified School District experience a highly engaging, Common Core standards-aligned curriculum that includes technology integration and 21st Century skills. Social-emotional well being and skill building are also part of the comprehensive program, with students in grades TK-8 participating in Responsive Classroom, Windsor High School students participating in Restorative Circles, and Windsor Oaks Academy students benefitting from Big Picture Learning.

Windsor High School students experience a core system, choosing an area of interest to pursue in addition to the required course of study. Through California Partnership Academy and Carl Perkins grants, students are able to experience California Technical Education career pathways, as well as many other areas of interest that assist with preparing them to be college and career ready. Students at Windsor Oaks Academy experience a project-based learning environment that also affords students the ability to participate in Learning Through Internships (LTI) job shadow experiences two days per week.

The Windsor Unified School District boasts a 91% graduation rate, exceeding the county and state average. The District has been, and continues to be focused upon increasing the percentage of students who graduate having met the A-G requirements. This is an area where the District exceeds the county, but lags behind the state.

The Windsor Community and Sonoma County celebrates and supports Windsor students and schools. Business and community partnerships are abound, including The Windsor Educational Foundation, Windsor High School and Windsor Middle School Booster Clubs, Sonoma County Schools of Hope, and the John Jordan Foundation to name a few. Windsor parents volunteer countless hours supporting students, teachers, coaches and schools. The pride Windsor shows its students and schools is palpable and present throughout the Windsor community.

LCAP HIGHLIGHTS

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

The 2017-18 LCAP will primarily focus upon stabilizing the many new initiatives begun in the district within the past three years, as well as leaving time and resources to continue to cultivate ways in which the educational program for students can be broadened, providing multiple ways to remove barriers and add strategies to improve student success. The major areas of focus in the LCAP will include:

- Continued professional development and coaching in implementation of the CCSS math standards, with an emphasis on implementing The Standards for Mathematical Practice, and increasing student achievement in math.
- Continued focus upon implementation of the newly begun social/emotional learning programs, Responsive Classroom, Restorative Circles, and Big Picture Learning, and increasing the social-emotional skills of students.
- Continued focus upon implementation of Accelerated English, the designated English Language Development Program for English Learners, and increasing the progress of English Learners toward English proficiency and the percentage of students who are re-designated to Fluent English Proficiency annually.
- Focus upon implementation of the newly adopted TK-5 English Language Arts/ English Language Development Program, Ready GEN, as well as continued work at the 6-8 level to identify an ELA/ELD program, and increasing student achievement in ELA.
- Continued focus upon use of the WHS common writing rubric across content areas.
- Continued focus upon strategies to remove barriers and improve student success at all levels.
- Continued efforts to increase the number of high school students who graduate college/career ready.
- Continued efforts to educate parents as partners in the areas that are of biggest need and of interest to them.
- Continued efforts to increase the percentage of students scoring MEETS or EXCEEDS on the SBAC summative assessments in English Language Arts and mathematics.

REVIEW OF PERFORMANCE

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

Based upon all data points, the Windsor Unified School District is most proud of the following:

1. Implementation of social emotional learning (SEL) programs across the district in 2016/17, 100% at TK-8, and 75% at Windsor High School.
2. High school graduation rate continues to increase, and is now at 91% in 2016; (89% in 2015).
3. More students are meeting the A-G requirements (37% in 2016 over 32% in 2015).
4. More 5th grade students are performing in the Healthy Fit Zone (HFZ); (22% in 2016; 2015 was 17%).
5. More students are getting academic intervention inside the school day (2016= 20%, 2015= 4%).
6. English Learners continue to make progress, with 70% of students showing gains from benchmark assessment #1 to benchmark assessment #3.
7. Preliminary data for 2016/17 shows that 23.2% of English Learners were re-designated to Fluent English Proficient (RFEP) status, compared with 8% in 2015/16.
8. The response rate to the LCAP annual survey to parents rose 15%; (2016= 31%, 2015= 16%).

GREATEST PROGRESS

Stakeholder engagement conducted throughout the 2016/17 school year places an emphasis for the 2017/18 upon:

1. Continued focus upon the effective implementation of the SEL programs begun in 2016/17, with additional attention given to bullying.
2. Continued focus upon increasing the percentage of students who graduate college/career ready, having met the A-G requirements by continuing progress begun with the college/career coordinator at Windsor High School, continuing to offer AVID to students in grades 7-12, and beginning more parent and student education about the A-G requirements and related topics prior to them beginning high school.
3. Continued focus upon increasing the percentage of students who score at the MET and EXCEEDED levels on the Summative Smarter Balance Assessment Consortium Assessment (SBAC) through good first instruction, a data-driven continuous improvement cycle based upon common formative and summative assessments with an emphasis on finding and implementing the most effective instructional strategies, and cutting edge professional development.
4. Continued focus upon providing effective academic interventions for students who are performing below grade level in English Language Arts and math, with particular emphasis on math intervention at Windsor High School.
5. Continued focus upon increasing English Learner Progress through monitoring Accelerated English benchmark assessments, as well as RFEP rates. The district will continue to contract with a consultant who provides teacher training and coaching. The District will also train an in-house coach to assist all designated ELD teachers throughout the district in honing their program implementation skills. 1st-5th grade English Learners will increase in their number of designated ELD minutes, in an effort to increase their skills, and for the district to implement the program as designed.
6. Continued focus upon high school graduation and drop-out rates through providing program offerings to students that are relevant to them.

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

As of the Spring 2017 reporting, WUSD is not performing in "Red" in any area, but is performing in "Orange" in ELA, grades 3-8. The LEA spent the spring of the 2015/16 school year, and all of the 2016/17 school year exploring, analyzing, and piloting ELA/ELD publisher materials. Ready GEN is recommended for adoption and implementation beginning the 2017/18 school year. WMS will continue to explore, analyze, and pilot ELA/ELD materials in the fall of 2017. A recommendation for adoption is planned for in spring 2018.

Additional areas identified as in need (based upon the District Needs Assessment and 2016/17 LCAP survey results) of the most improvement include: social/emotional learning (SEL), College/Career Readiness (A-G), increased performance in mathematics via SBAC, EL progress and RFEP rates, and high school graduation/drop-out rates.

GREATEST NEEDS

Continued training and implementation efforts with the SEL will continue in 2017/18, continued training and interventions for students will continue with mathematics in 2017/18, continued and increased training and coaching efforts, including more time in ELD for 1st-5th grade students will occur in 2017/18. Big Picture Learning will continue at Windsor Oaks Academy as a means to increase graduation rates and student success. Summer school will take place for credit deficient high school students in summer 2017. Based upon SBAC mathematics scores, an analysis of first semester grades in math for all WHS students, and 2016/17 LCAP survey results, additional math intervention will take place at WHS in 2017/18. AVID students and staff will begin to present to more groups at the TK-6 levels, assisting with educating parents and students about the program prior to the year it begins at their grade level. Per DELAC requests, parent education will continue regarding college/career readiness, required courses, what A-G means, scholarship opportunities, the college application process, the FAFSA process, the Dream Act, etc.

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

For suspension rate for Spring 2017 (which represents 2014/15 suspension rate minus 2013/14 suspension rate) American Indian students scored "Red", while all students scored "Yellow". 2016 data demonstrates a decreased suspension rate for this group, hence, the dashboard ratings should improve in fall 2017 reports.

PERFORMANCE GAPS

For spring 2017 In mathematics (grades 3-8), (which represents 2016 average distance from Level 3 minus 2015 average distance from Level 3) English Learners, Low socio-economic students, and Students with Disabilities scored "Red", while all students scored "Yellow". 2017 SBAC scores will hopefully increase these groups on the fall 2017 dashboard, as TK-8 students experienced their second year in a new math curriculum in 2016/17, with better trained teachers and more experience with the materials and testing under their belts.

INCREASED OR IMPROVED SERVICES

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

- 1.) English Learners will continue to participate in Accelerated English (AE) to increase their English proficiency. AE teachers will participate in 5 days of training and 15 days of in-class coaching to hone their implementation skills. An AE Coach, or Teacher on Special Assignment (TOSA) will be hired to assist with sustaining the AE program in District, and eventually move away from the need to hire a consultant. 1st- 5th grade English learners will increase in their number of designated ELD minutes as a means to increase their skills and implement the program as designed.
- 2.) Advancement Via Individual Determination (AVID) will continue in grades 7-12 in the District as a way to assist students who may not traditionally be of the college going culture, with the support needed to prepare for and successfully be admitted to a 4-year college in which they apply.
- 3.) Inside the school day academic intervention and after school tutoring (with transportation) will continue to be offered to identified students needing assistance in grades TK-12.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$48,589,430.

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$21,689,404.00

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

General fund expenditures specified above, but not included in the LCAP are items such as Special Education program costs, utilities, transportation (not accounted for in LCAP), and maintenance and operations costs.

\$33,882,087.

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

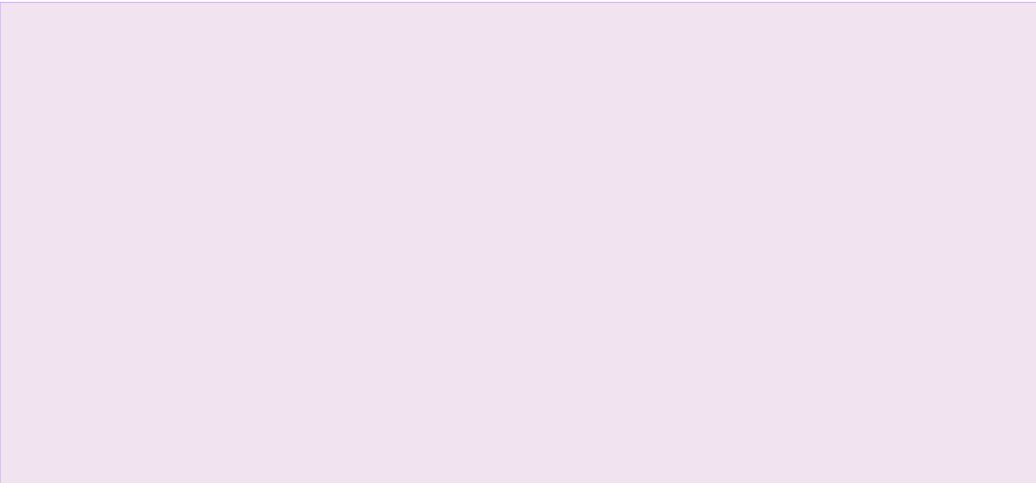
EXPECTED

- 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.
- 2) Students will 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 38% of students complete A-G requirements (2014= 36%, 2015= TBA).
- 5) 2% more, or 27% of students participate in AP exams (2015= 36%).
- 6) 2% more, or 50% of students completing an 11/12 CTE course (2015= 48%)
- 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.
- 8) 5% more, or 89% of staff report in 2016/17 that schools are working to implement the CCSS. (2015/16= 84%)
- 9) 3% more, or 20% of students will perform in the HFZ in 2015.
- 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
- 11) 11% more, or 15% of students in grades TK-12 are enrolled in an academic intervention class

ACTUAL

- 1) NOT MEASURED IN 2016/17
- 2) PARTIALLY MET
- 3) NOT MET- 7% MORE, OR 68% OF STAFF IDENTIFIED MATH AS THE SUBJECT STUDENTS NEED MORE HELP WITH
- 4) PARTIALLY MET- 2015= 32%, 2016= 37%
- 5) NOT MET (16% for 2015/16- however 9th & 10th graders are now included, so the metric should be adjusted)
- 6) NOT MET (35% for 2015/16- however- 9th & 10th graders are now included, so the metric should be adjusted)
- 7) INFO NOT YET AVAILABLE
- 8) MET 92%
- 9) MET 22%
- 10) PARTIALLY MET T1= 58%, T2= 57%, RFEP= 8% (THIS METRIC WILL NEED TO BE ADJUSTED PER CHANGES IN DASHBOARD AND AMAOs)
- 11) MET 20%, (16% more)
- 12) MET- all students, as measured by master schedule analysis
- 13) PARTIALLY MET- a majority of teachers in grades TK-12 spent 8 hours or more of school-sponsored PD in Ed Tech
- 14) PARTIALLY MET- WHS, WMS, BES, and WCE used digital or online assessments with their students
- 15) MET- 3 out of 5 sites reported an average increase of 63%. (63% of students made gains on benchmark assessments). (THIS METRIC WILL NEED TO BE ADJUSTED TO BETTER ADDRESS PER STUDENT GAINS, VERSUS GENERAL INCREASES IN BENCHMARK SCORES)
- 16) PARTIALLY MET- 79% (2% more earned an AP exam score of 3 or higher in 2015/16, but not 3%)

- 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 48% 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 80% of students will earn an AP exam score of 3 or higher in 2016.



ACTIONS / SERVICES

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

Action 1	
Actions/Services	<p>PLANNED</p> <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>
Expenditures	<p>BUDGETED</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>ACTUAL</p> <p>1) The ILT has continued to work hard to help lead the CCSS implementation at their respective sites. Some teachers have continued to take advantage of the release time/paid time. In the interest of other more curriculum and assessment based interests, the remaining two Core Six Strategies did not move on as high priority items for the ILT.</p>
	<p>ESTIMATED ACTUAL</p> <p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 0.</p> <p>teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 57,000.</p>
Action 2	
Actions/Services	<p>PLANNED</p> <p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS</p>
	<p>ACTUAL</p> <p>2) All sites have continued to refine their use of EADMS. Learning new assessment info features as EADMS has rolled them out, as well as learning how to assess student mastery</p>

<p>Expenditures</p>	<p>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 (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>	<p>of content (when learning to also demonstrate mastery on an assessment administered online vs via paper/pencil for students needs to be teased out), has been a focus for the year.</p> <p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Educator Effectiveness 10,000.</p> <p>EADMS annual renewal (duplicate of expenses listed in Action/Service 12) 5000-5999: Services And Other Operating Expenditures Base 33,250.</p>
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Action **3**

<p>Actions/Services</p>	<p>PLANNED</p> <p>3) CCSS aligned "Bridge" materials will be evaluated in grades TK-5 to determine how they are assisting with CCSS implementation in mathematics.</p>	<p>ACTUAL</p> <p>3) TK-5 "Bridge" materials were evaluated. Evidence remained strong that "Bridges" in grades TK-5 is an effective, high quality, and CCSS aligned program. Consensus was reached and a formal recommendation to adopt Bridges to the Board of Trustees was made in spring 2017. The Board approved the recommendation.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Continuing professional development (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Educator Effectiveness 20,000.</p> <p>Consultant/ coaching fees 5000-5999: Services And Other Operating Expenditures Educator Effectiveness 8,000.</p>	<p>ESTIMATED ACTUAL</p> <p>Continuing professional development 1000-1999: Certificated Personnel Salaries Educator Effectiveness 5,000.</p> <p>Consultant/ coaching fees 5000-5999: Services And Other Operating Expenditures Educator Effectiveness 0.</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED</p> <p>4) All schools have visuals that communicate a college/career focused culture.</p>	<p>ACTUAL</p> <p>4) Visuals were provided at Windsor Creek Elementary School, where a "College Night" was hosted for 3rd graders, and each participant received a t-shirt from a college to help instill the idea early on that college is possible for all students.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Supplemental 1500.</p>	<p>ESTIMATED ACTUAL</p> <p>Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Supplemental 150.</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED</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>ACTUAL</p> <p>Teachers in grades TK-5 provided physical education and activity to meet state requirement. Recent published data from the Sonoma County Department of Health Services Physical Education Assessment (2014-2016) at Brooks</p>
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Expenditures		Elementary School indicates that the main area of focus for 5th graders needs to be actually tracking the number of minutes students in grades TK-5 are participating in Physical Education vs the current metric in use regarding the percentage of 5th graders performing in the Healthy Fit Zone (HFZ) on the Physical Fitness Test.
	<p>BUDGETED 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.</p>	<p>ESTIMATED ACTUAL Equipment 4000-4999: Books And Supplies Base 0. Professional Development 5000-5999: Services And Other Operating Expenditures Base 0. Sub release days 1000-1999: Certificated Personnel Salaries Educator Effectiveness 0.</p>

Action **6**

Actions/Services	<p>PLANNED 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>ACTUAL 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. A program coordinator was also hired to coordinate supplemental program offerings and monitor implementation.</p>
Expenditures	<p>BUDGETED 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>	<p>ESTIMATED ACTUAL Program Coordinator hired to coordinate supplemental program offerings and monitor implementation 1000-1999: Certificated Personnel Salaries Supplemental 68,896. Koski Consulting Contract for Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 75,565. Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.</p>

Action **7**

Actions/Services	<p>PLANNED 7) Additional FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.</p>	<p>ACTUAL 7) Additional FTE were hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.</p>
Expenditures	<p>BUDGETED 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>ESTIMATED ACTUAL 3 Academic Intervention teachers are hired (different sites than 15/16) plus 3 from 14/15 1000-1999: Certificated Personnel Salaries Supplemental 491,244.</p>

Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 25,000.

Teacher after school program- Odyssey credit make-up for WHS & WOA students 1000-1999: Certificated Personnel Salaries Title I 8,000.

Odyssey Credit make-up software 5000-5999: Services And Other Operating Expenditures Supplemental 21,000.

Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 5,000.

Teacher after school program- Odyssey credit make-up for WHS & WOA students 1000-1999: Certificated Personnel Salaries Supplemental 15,981.5.

Odyssey Credit make-up software 5000-5999: Services And Other Operating Expenditures Supplemental 21,000.

Action **8**

PLANNED
 8) District to provide continuing professional development for district issued mobile devices (ipads and Chromebooks) for teachers.

BUDGETED
 Summer and after school professional development for teachers- no cost- IT Director to provide training -0-

ACTUAL
 8) The model shifted to more in-class coaching and modeling. The IT Director pushed into classrooms with teacher and students present and modeled PD for Ed Tech Integration.

ESTIMATED ACTUAL
 No cost- IT Director provided training -0-

Action **9**

PLANNED
 9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning

BUDGETED
 One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 12,000.
 Certificated Salaried for one per diem day (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Base 99,000.

ACTUAL
 9) One Professional Development Day was provided for certificated staff focused upon the social and emotional needs of students at the TK-8 level. At the 9-12 level, common writing rubrics aligned to the CCSS were addressed, as well as Active Shooter training.

ESTIMATED ACTUAL
 One professional development day bringing in some consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 2,400.
 Certificated Salaried for one per diem day 1000-1999: Certificated Personnel Salaries Base 86,192.

Action **10**

PLANNED
 10) District to increase technology staff to support school sites

BUDGETED
 Additional tech staff- positions TBD 0001-0999: Unrestricted: Locally Defined Base 150,000.

ACTUAL
 10)The IT department was re-organized, and a net increase of 2.0 FTE resulted.

ESTIMATED ACTUAL
 Additional tech staff- 0001-0999: Unrestricted: Locally Defined Base 55,755.

Action **11**

<p>Actions/Services</p>	<p>PLANNED 11) Provide after school tutoring support in grades TK-12, including transportation home</p>	<p>ACTUAL 11) After school tutoring was offered, but administered inconsistently across the sites, with the exception of WCE and BES. The challenge was in recruiting willing teachers to provide the tutoring.</p>
<p>Expenditures</p>	<p>BUDGETED 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.</p>	<p>ESTIMATED ACTUAL Tutoring/ homework support teachers- 2 days per week- school year 1000-1999: Certificated Personnel Salaries Supplemental 16,131.5. Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 6,030.</p>

Action **12**

<p>Actions/Services</p>	<p>PLANNED 12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.</p>	<p>ACTUAL 12) Training was conducted at WCE, BES, WMS and WHS in 2016/17.</p>
<p>Expenditures</p>	<p>BUDGETED 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.</p>	<p>ESTIMATED ACTUAL Salaries for EADMS site leads 1000-1999: Certificated Personnel Salaries Educator Effectiveness 6,840. EADMS training for teachers 1000-1999: Certificated Personnel Salaries Educator Effectiveness 5,000. EADMS software renewal (duplicate of expenses listed in Action/Service 2) 5000-5999: Services And Other Operating Expenditures Base 33,250.</p>

Action **13**

<p>Actions/Services</p>	<p>PLANNED 13) Supervised after school computer lab/ library access</p>	<p>ACTUAL 13) This service has yet to be implemented, with the exception of BES & WMS.</p>
<p>Expenditures</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>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 2,000.</p>

Action **14**

<p>Actions/Services</p>	<p>PLANNED 14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.</p>	<p>ACTUAL 14) 6-12 math teachers implementing CPM have participated in training throughout the year. Integrated Math I has been implemented at WMS & WHS this year.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Sub release time for professional development for CPM Integrated I at WMS & WHS 1000-1999: Certificated Personnel Salaries Educator Effectiveness 10,000.

Sub release time for professional development for CPM Integrated I at WMS & WHS 1000-1999: Certificated Personnel Salaries Educator Effectiveness 10,000.

Action **15**

<p>Actions/Services</p>	<p>PLANNED 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>Expenditures</p>	<p>BUDGETED Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures Title II 20,000.</p>

<p>ACTUAL 15) An overwhelming majority of teachers took advantage of many various PD opportunities throughout the school year, continuing to focus upon successful implementation of the CCSS, and increasing student engagement and achievement. Training topics included but were not limited to Social Emotional Learning, English Language Arts, English Language Development, Mathematics, Science, Social Studies, Special Education and Career Technical Education.</p>
<p>ESTIMATED ACTUAL Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures Title II 20,000.</p>

Action **16**

<p>Actions/Services</p>	<p>PLANNED 16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.</p>
<p>Expenditures</p>	<p>BUDGETED 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>ACTUAL 16) WHS College/career readiness assistant reached more than 400 additional students this year by pushing into classrooms and teaching students more directly about the features in Naviance, the District's 6-12th grade college/career software.</p>
<p>ESTIMATED ACTUAL College/Career readiness assistant 2000-2999: Classified Personnel Salaries Base 67,514. Naviance subscription- college/career software 5800: Professional/Consulting Services And Operating Expenditures Base 8,200.</p>

Action **17**

<p>Actions/Services</p>	<p>PLANNED 17) Students enrolling in AP classes are encouraged to participate in the AP exams.</p>
<p>Expenditures</p>	<p>BUDGETED Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 3,000.</p>

<p>ACTUAL 17) 20 students taking 52 AP exams requested scholarships in 2016/17 (12 students taking 36 AP exams requested scholarships in 2015/16).</p>
<p>ESTIMATED ACTUAL Scholarships for AP exams for low income students 0000: Unrestricted Supplemental 2,120.</p>

Action **18**

Actions/Services	PLANNED 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.	ACTUAL 18) There is a net increase of 7 CTE section course offerings in 2016/17 over 2015/16.
	BUDGETED Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 84,607.	ESTIMATED ACTUAL Maintain CTE sections at WHS 1000-1999: Certificated Personnel Salaries Base 177,211.
Expenditures		

Action **19**

Actions/Services	PLANNED 19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program	ACTUAL 19) Funding has continued to be provided for AVID at WMS and WHS. 100% of seniors applied to and were accepted to a four year university.
	BUDGETED 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.	ESTIMATED ACTUAL AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 13,963. AVID sections at WMS & WHS 1000-1999: Certificated Personnel Salaries Supplemental 174,976.
Expenditures		

Action **20**

Actions/Services	PLANNED 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.	ACTUAL 20) EL Students continued to be grouped by language level and placement, and benchmark assessments continued to be implemented throughout the year to monitor progress.
	BUDGETED 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.	ESTIMATED ACTUAL FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 536,968. Supplies 4000-4999: Books And Supplies Supplemental 200. Sub days for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 9,000.
Expenditures		

Action **21**

Actions/Services	PLANNED 21) Bridge materials will be purchased for WMS & WHS for Integrated Math I to implement during the 2016/17 school year.	ACTUAL 21) Bridge materials were purchased for WMS & WHS for Integrated Math I to implement during the 2016/17 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

CPM Integrated Math I curriculum 4000-4999: Books And Supplies Base 70,000.

CPM Integrated Math I curriculum 4000-4999: Books And Supplies Base 89,916.

Action **22**

Actions/Services

PLANNED
22) A baseline of devices to students ratio will be established in 2016/17 through a thorough inventory process throughout the District.

ACTUAL
22) A baseline of devices to students ratio was established in December 2016 through a thorough inventory process throughout the District.

Expenditures

BUDGETED
Establish baseline of devices to students via an inventory process- tech team to conduct inventory- no additional cost to District 0.00

ESTIMATED ACTUAL
Establish baseline of devices to students via an inventory process- tech team to conduct inventory- no additional cost to District 0.00

Action **23**

Actions/Services

PLANNED
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.

ACTUAL
23) Review of Acceptable Use Agreement for students was completed, with an eye toward creating an agreed upon and consistently implemented Bring Your Own Device "BYO" policy for students.

Expenditures

BUDGETED
DLT and Board to conduct review and recommend new policy- no additional cost to District 0.00

ESTIMATED ACTUAL
DLT and Board conducted a review and cautiously recommended new policy- no additional cost to District 0.00

Action **24**

Actions/Services

PLANNED
24) The District will begin requiring all 10th graders to take the PSAT test.

ACTUAL
24) The District was unable to begin requiring all 10th graders to take the PSAT test.

Expenditures

BUDGETED
PSAT test fees 0000: Unrestricted Base 8,000.

ESTIMATED ACTUAL
PSAT test fees 0000: Unrestricted Base 0.00

Action **25**

Actions/Services

PLANNED
25) TK-8 teachers will pilot ELA/ELD materials and make recommendation in spring 2017 for adoption and implementation in 2017/18 school year.

ACTUAL
25) TK-5 teachers piloted ELA/ELD materials and made a recommendation in spring 2017 for adoption and implementation of Ready GEN by Pearson in 2017/18 school year. 6-8 teachers will continue to explore, analyze, and pilot new highly rated materials in fall 2017/18.

Expenditures

BUDGETED
Subs for release time for pilot training (Pending budget of carryover) 1000-1999: Certificated Personnel Salaries Educator Effectiveness 9,000.

ESTIMATED ACTUAL
Subs for release time for pilot training 1000-1999: Certificated Personnel Salaries Educator Effectiveness 9,000.

ANALYSIS

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

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

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

Most of the actions and services were implemented to achieve the articulated goal. See above actual comments for specific details.

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

The overall effectiveness was positive, as 11 out of 16 metrics were met or partially met. The remaining metrics were either not met, not measured, or need to be adjusted in 2017/18 due to changes. See above comments for specific details.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budgeted and estimated actual expenditures were due to actions and services not being implemented, only being partially implemented, or the estimated budget being inaccurate.

Estimated budget was inaccurate for: 1, 2, 7, 9, 10, 11, 12, 18, 19, 20, 21

Actions and services were partially implemented for: 11, 12

Action and service was not implemented for: 24

Action and service not planned, but implemented: 6- Program Coordinator position created and hired-increase of \$68,896

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Three changes will be made in the metrics portion of this goal: 9th and 10th graders are now included in AP participation and CTE course completion rates. A new trend will need to be established to track growth as a result. Due to how EL progress is calculated via the Dashboard, these metrics will need to be adjusted in the 2017/18 LCAP as well.

The District has completed its work with the CORE SIX. This action/service will not appear in the 2017/18 LCAP.

Ed tech teacher training will not appear as a stand alone action/service in the 2017/18 LCAP. It will instead be represented in the general PD actions/services section.

A Program Coordinator was hired in 2016/17 to coordinate supplemental program actions and services (Accelerated English and after school tutoring, for example). This position will appear in the 2017/18 LCAP in Goal 1, Action and Service #6.

EAP will be calculated per the Dashboard. Status data only will be reported in spring and fall 2017. It will take time to begin to see change data.

6-8 teachers will continue to explore, analyze, and pilot new highly rated ELA/ELD materials in fall 2017/18- see Goal 1, Action and Service #25 in the 2017/18 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Students will be engaged in their learning in order to be successful.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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%.

ACTUAL

1) NOT MET- ADA RATE DECREASED .88% FROM 96.08% TO 95.2%
 2) NOT MET- RATE INCREASED 2% FROM 7 TO 9%
 3) NOT MET- RATE INCREASED, BUT IS <1%
 4) MET- HS DROP-OUT RATE DECREASED 1% FROM 8 TO 7%
 5) MET- THE HS GRAD RATE INCREASED 2% FROM 89 (2015) TO 91 (2016). PARTIALLY MET- THE HISP/LAT GRADE RATE INCREASED 3% FROM 2014 (87%) TO 2015 (90%), BUT THEN DECREASED IN 2016 TO 88%, LEAVING A NET INCREASE OF 1%.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
 1) Hold SARB hearings monthly, and systematize SARB process at each site.

ACTUAL
 Sites have struggled to follow the SARB referral process this year, and as a result, few SARB hearings have been scheduled. Of those that were scheduled, despite multiple efforts, families did not appear at the scheduled hearings.

		<p>This resulted in either the referred student changing educational placement and improving attendance thereby being monitored, or referral to the district in which the student(s) moved, with close monitoring by law enforcement and collaboration between districts. The remaining scheduled monthly meetings were canceled due to a lack of referrals from sites.</p>
Expenditures	<p>BUDGETED None- process is in place and will need to expand to monthly.</p>	<p>ESTIMATED ACTUAL None- process is in place and will need to expand to monthly.</p>

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Overall, a SARB panel was created, and meetings were scheduled, Two families were invited to SARB hearings and did not show up despite receiving signed, certified letters. The District SARB Coordinator began meeting with individual sites, and will build upon this model in 2017/18, meeting more frequently with site administrators and office staff members, and monitoring students who are known truancy issues.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The overall actions/services were not effective. Improvement is needed at the site levels in terms of following the SARB process and referring students for hearings when it becomes necessary because despite the efforts made by the site, attendance is not improving.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>N/A</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>No changes were made to the goal. Increased efforts by District SARB Coordinator to meet more frequently with site administrators and office staff will become part of the 2017/18 LCAP under the same goal and action/service. The graduation and drop-out rates are addressed in Goal 1.</p>

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 3</h2>	<p>Create and maintain optimum learning and working environments for students and staff.</p>
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.

ACTUAL

- 1) MET
- 2) MET
- 3) PARTIALLY MET- THE SCORE INCREASED 1.74% FROM 85.96 (2015) TO 87.7% (2016), HOWEVER THE STANDARDS HAVE INCREASED SO THE SCORE OVERALL IS STILL "FAIR".
- 4) 2016 DATA IS NOT YET AVAILABLE
- 5) 2016 DATA IS NOT YET AVAILABLE
- 6) MET, INCREASED 3%, FROM 89% (2015) TO 92% (2016)
- 7) MET- THE RATIO FOR 2015/16 WAS 1/443
- 8) PARTIALLY MET 5% INCREASE FROM 2015/16 (83%) TO 2016/17 (88%)

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 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.

ACTUAL
 1) The District has continued to improve the ability to identify and track the progress of FIT identified work orders. Many of the FIT Report findings were addressed. Due to increased requirements in criteria to meet "good" condition, not all sites currently meet "good". Focus and attention is being given now to adding preventive maintenance work orders that will assist with catching and addressing areas before they become FIT report issues.

Expenditures

BUDGETED
 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.

ESTIMATED ACTUAL
 Renewal of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 7,100.
 Floater Custodian 2000-2999: Classified Personnel Salaries Base 43,580.

Action **2**

Actions/Services

PLANNED
 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.

ACTUAL
 2) The maintenance of 1 social/emotional counselor (MFT) at WMS continued to improve services to students in the areas of social skills/conflict resolution skills, crisis/grief support, and promoting a positive learning environment. Reducing the suspension/expulsion rates remains to be seen.

Expenditures

BUDGETED
 .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.

ESTIMATED ACTUAL
 .5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Base 59,381.
 .5 licensed MFT or LCSW 2000-2999: Classified Personnel Salaries Supplemental 59,381.

Action **3**

Actions/Services

PLANNED
 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.

ACTUAL
 3) The District continued with providing PD for all certificated and some classified staff in the identified social/emotional learning approaches, "Responsive Classroom" for grades TK-8, and "Restorative Resources/Restorative Circles" in grades 9-12. All certificated staff in grades TK-8 has now been trained, and 75% of the WHS,9-12 staff has been trained.

Expenditures

BUDGETED
 Consultant fees and travel costs for professional development days 5000-5999: Services And Other Operating Expenditures Title I 84,550.

ESTIMATED ACTUAL
 Consultant fees and travel costs for professional development days 5000-5999: Services And Other Operating Expenditures Title I 50,326.

Sub days for teacher professional development 1000-1999: Certificated Personnel Salaries Title I 33,600.

Sub days for teacher professional development 1000-1999: Certificated Personnel Salaries Title I 33,600.

Action **4**

Actions/Services

PLANNED
 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.

ACTUAL
 4) WMS made the decision to restructure its use of student advisor time. WMS began the 2016/17 school year with 22 hrs/day of student advisor time (2 less hours per day than allocated). Over the course of the year, one 8 hour person left and the position was not filled. WHS maintained its increased FTE of student advisor time.

Expenditures

BUDGETED
 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.

ESTIMATED ACTUAL
 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. (Total represents all salaries and benefits for district student advisors) 2000-2999: Classified Personnel Salaries Base 285,491.

Action **5**

Actions/Services

PLANNED
 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.

ACTUAL
 5) The maintenance of 2 school psychologists were maintained to improve 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 (Tier 1) Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.

Expenditures

BUDGETED
 2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.

ESTIMATED ACTUAL
 2.0 FTE Psychologists 1000-1999: Certificated Personnel Salaries Base 180,000.

Action **6**

Actions/Services

PLANNED
 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.

ACTUAL
 6) PIP continued at MWE in 2016/17. PIP was not implemented at WCE in 2016/17.

Expenditures

BUDGETED
 2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 15,000.

ESTIMATED ACTUAL
 2 hours per day at MWE and WCE 2000-2999: Classified Personnel Salaries Supplemental 6,873.

Action **7**

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL 7) The District continued 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>Expenditures</p>	<p>BUDGETED Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 454,841.</p>	<p>ESTIMATED ACTUAL Home to school transportation 2000-2999: Classified Personnel Salaries Supplemental 190,322.</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED 8) The district retains highly qualified and dynamic certificated staff.</p>	<p>ACTUAL 8) The district continued to retain highly qualified and dynamic certificated staff.</p>
<p>Expenditures</p>	<p>BUDGETED Certificated Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,958,704.</p>	<p>ESTIMATED ACTUAL Certificated Salaries and benefits 1000-1999: Certificated Personnel Salaries Base 17,503,852.</p>

Action **9**

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL 9) The District invested 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 a 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. This included increasing the FTE allocation to the site.</p>
<p>Expenditures</p>	<p>BUDGETED Big Picture School professional development 5000-5999: Services And Other Operating Expenditures Supplemental 63,800.</p>	<p>ESTIMATED ACTUAL Big Picture School professional development 5000-5999: Services And Other Operating Expenditures Supplemental 36,115. Big Picture School additional FTE 1000-1999: Certificated Personnel Salaries Supplemental 27,865.</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL 10) 100% of Year 1 infrastructure recommendations have been implemented.</p>
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10) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.

BUDGETED
 Replace all battery backups- cost reflects 40% district portion not covered by eRate (Pending budget of carryover) 0000: Unrestricted Lottery 8,003.60
 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.
 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.
 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.

ESTIMATED ACTUAL
 Replace all battery backups- cost reflects 40% district portion not covered by eRate (Pending budget of carryover) 0000: Unrestricted Lottery 8,003.60
 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.
 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.
 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.

Expenditures

ANALYSIS

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

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

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

Overall, all actions and services with the exception of two changes were implemented. the PIP aide continued at MWE. It was not implemented at WCE. More student advisor time was allocated to WMS and WHS. All but two hours per day were implemented. WMS did not have 2 hours/day in place.

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

All metrics were met or partially met. The FIT report criteria has become more rigorous, so metrics will need to adjust accordingly. Progress was made, but the metric was not met due to the increase in necessary scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, all actions and services with the exception of two changes were implemented. the PIP aide continued at MWE. It was not implemented at WCE. More student advisor time was allocated to WMS and WHS. All but two hours per day were implemented. WMS did not have 2 hours/day in place.

6- The PIP aide was only hired at one site, so the estimated actual expenditures are less. Less time was allocated for student advisors at WMS, so the estimated actual expenditures are less.

2- was due to inaccurate budgeted amounts.

3- not all coaching resources budgeted were used.

7- there was only \$190,322 left in the supplemental grant to put toward 2016/17 transportation costs.

8- Budgeted amount was an estimate and inaccurate.

9- The original budgeted amount included services and operating expenditures, as well as certificated salaries. The actual has the two broken out. The additional \$900 difference was due to budgeted amount being inaccurate.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

6- The PIP aide at WCE was not hired in 2016/17. This will continue as an action/service in 2017/18 under the same goal and same action/service.

The 2.0 additional psych time will continue, but will be discontinued as an action/service in the 2017/18 LCAP.

The additional student advisor time will continue, but will be discontinued as an action/service in the 2017/18 LCAP.

The floater custodian position will continue, but will be discontinued as an action/service in the 2017/18 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Build effective and relevant family partnerships to increase student achievement and engagement in school

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

1) NOT MET- 82% IN 2015/16 AND 2016/17
 2) MET 15% MORE OR 31% PARTICIPATION RATE IN 2016/17
 3) DATA NOT COLLECTED

ACTIONS / SERVICES

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

Action 1

PLANNED
 1) Bilingual community liaisons work 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.

BUDGETED

ACTUAL
 1) Bilingual community liaisons worked 8 hours per day at each site to provide a bridge between Spanish speaking parents and English speaking staff.

ESTIMATED ACTUAL

Expenditures

Maintain bilingual community liaison hours at 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 230,000.

Maintain bilingual community liaison hours at 8 hours per day. 2000-2999: Classified Personnel Salaries Supplemental 285,971.

Action **2**

Actions/Services

PLANNED
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.

ACTUAL
2) Aeries AIR annual subscription fee was paid 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.

Expenditures

BUDGETED
Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 5,500.

ESTIMATED ACTUAL
Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 3,421.

Action **3**

Actions/Services

PLANNED
3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.

ACTUAL
3) Parents of TK-5 students were again provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.

Expenditures

BUDGETED
No cost- computer lab instructional assistants included in another section

ESTIMATED ACTUAL
No cost- computer lab instructional assistants included in another section

Action **4**

Actions/Services

PLANNED
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

ACTUAL
Parent education was provided at WHS with the "Screenagers" presentation. WMS and CCLA parents were invited as well. WCE provided a Family Math Night, as well as a STEM night.

Expenditures

BUDGETED
No cost- District staff to provide presentations

ESTIMATED ACTUAL
No cost- District staff to provide presentations

Action **5**

Actions/Services

PLANNED
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 & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their

ACTUAL
5) Four quarterly DELAC meetings were held during the 2016/17 school year and focused upon:
Mtg #1:
*Election of DELAC officers
*Parent Education classes via Carlos del Pozo of Padres Unidos,
* LCAP Survey participation opportunity

participation. EL Site Coordinators and site administrators attend.

Mtg #2:
 *College/Career readiness and financial aid/resources for students via Cesar Cruz of 10,000 Degrees and Colleen Olmstead of SRJC,
 Mtg #3:
 *Gang awareness and violence prevention via Esther Lemus, WUSD Board President (on behalf of Sonoma County District Attorney's Office), and Don Fletcher, WUSD School Resource Officer and Sonoma County Sheriff's Deputy.
 * LCAP education and stakeholder engagement activity led by DELAC parent rep to the LCAP Core Committee, Erika Garica,
 Mtg #4:
 * LCAP progress update and stakeholder engagement opportunity led by DELAC parent rep to the LCAP Core Committee, Erika Garica,

Expenditures

BUDGETED
 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.

ESTIMATED ACTUAL
 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.

ANALYSIS

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

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

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

All actions/services were implemented. Parent Education topics were different than originally stated in the LCAP, but were nonetheless offered and well attended.

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

Parent participation in the LCAP survey increased more than anticipated. 82% of parents continue to respond to surveys indicating that the schools regularly seek parent input and participation. The goal was an increase to 87%, so was not met. Attendance tracking at Back-to-School Night and Open House was not completed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1- budgeted amount was inaccurate.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only change made under this goal was that parent attendance at events was not collected. This will continue in the 2017/18 LCAP.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

November 28, 2016: LCAP Core Committee (Comprised of reps from Board, DAT, DLT, School Site Councils, students, DELAC/ELAC, and teachers and classified unions) reviews 2016/17 LCAP and process and timeline to work on the 2017/18 LCAP. Review 2016/17 LCAP.

November/December 2016: Director of Educational Services administers stakeholder surveys to all parents (English and Spanish), 5th- 12th grade students, and all district staff, and compiles results.

December 14, 2016: Board, District Administrative Team (DAT), District Leadership Team (DLT), & LCAP Core Committee review Needs Assessment Data, engage in stakeholder engagement activities, and establish 2017/18 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.

January 26th and February 23rd 2017: Board, District Administrative Team (DAT), District Leadership Team (DLT), & LCAP Core Committee review survey results, engage in stakeholder engagement activities, and begin to establish 2017/18 priorities based on survey results. LCAP Core Committee members report out any input from their constituency groups.

March 2017: Board & DAT initiate budget development.

March 30, 2017: Board, District Administrative Team (DAT), District Leadership Team (DLT), & LCAP Core Committee review Needs Assessment Data and survey results, engage in stakeholder engagement activities, and refine 2017/18 priorities based on Needs Assessment Data and survey results.

April 27, 2017: Board, District Administrative Team (DAT), District Leadership Team (DLT), & LCAP Core Committee translate priorities into 17/18 LCAP draft goals, identify metrics, and begin to identify program/service, and personnel needs.

May 3, 2017: DELAC reviews LCAP Needs Assessment and Survey Results, and shares interests for the 2017/18 priorities list.

May 22, 2017: Board, DAT, DLT, and LCAP Core Committee review progress toward 2016/17 goals, continue to establish 2016/17 priorities based on progress toward 2016/17 goals, and identify priorities. LCAP Core Committee members report out any input from their constituency groups. Members are reminded of June 20th & June 27th Board meeting dates, and are encouraged/ invited to attend.

May/June 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 20th & June 27th Board meeting dates for public hearing and adoption, and are encouraged/ invited to attend.

June 2017: Board reviews and discusses identified 2017/18 LCAP priorities based upon stakeholder input.

May/June 2017: Director of Educational Services writes draft of 17/18 LCAP.

June 14- June 26, 2017: Superintendent responds in writing to LCAP Core Committee and DELAC input.

June 20, 2017: Public hearing on LCAP and budget.

June 27, 2017: LCAP approved by Board. Budget approved by Board.

June 27, 2017: LCAP forwarded to Sonoma County Office of Education (SCOE) for approval.

August/ September 2016: District Administrative Team (DAT) conducts Needs Assessment, creates and reviews LCAP timeline for the year, and plans for stakeholder engagement opportunities.

October 2016: LCAP Core Committee members (new and continuing) are recruited.

December 2016 through February 2017: 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 2016/17 plan. This included an annual update that addressed the progress thus far in each of the required priority goal areas. 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 2016/17 plan.

IMPACT ON LCAP AND ANNUAL UPDATE

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

- Board and community feedback identifies an interest in continuing the development and implementation of Social/Emotional Intervention and Counseling services. Funding continues to be included in the LCAP.
- 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 in 2016/17, and will continue in 17/18.
- Survey feedback identifies the need for expanding interventions, particularly in math at the high school level. Academic intervention will continue to be expanded in 17/18, including a high school summer school program.
- Teacher survey data identifies growth, as well as the continuing need for CCSS professional development. Professional development on CCSS is included in the 2017/18 LCAP.
- Stakeholder input identified that Big Picture Learning, implemented at Windsor Oaks Academy is necessary to continue for the continued success of Windsor Oaks Academy Students.
- Stakeholder input identified that increasing the number of students meeting A-G requirements continues to be a priority. Actions and services to address this are included in the 2017/18 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 2017/18 LCAP actions and services.

- The Windsor District Educator's Association (WDEA) 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, as well as continuing professional development regarding the integration of technology into curricular areas as a priority. This has been included in the LCAP.

- 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. The focus of the 2017/18 LCAP is to complete training and increase the implementation of the programs to improve student performance.
- Big Picture Learning is analyzed and identified in 2015/16 as the alternative program to bring to Windsor Oaks Academy students beginning in 2017/18. First year implementation results are positive and provide motivation to continue the program in 2017/18.
- Recommendations are made as a result of the SCOE technology audit, and plans for the Year 2 work are included in the 2017/18 LCAP.

The feedback from stakeholders on the 2016/17 plan included recommendations to retain all LCAP goals, and to expand upon the actions and services in the 2017/18 LCAP based upon stakeholder engagement activities and input.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Need: Continue to Implement Common Core State Standards (CCSS) to prepare students with 21st century critical thinking and problem-solving skills.

Metrics:

- 1) Teachers will identify and implement 1-3 best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.
- 2) Common assessments in ELA and Math are established TK-12
- 3) 50% of students, parents, and staff combined identified math as the subject students needed more help with (2016/17)
- 4) 37% of students complete A-G requirements (2015/16).
- 5) 16% of students in grades 10-12 participate in AP exams (2015/16)
- 6) 35% of students in grades 9-12 complete a CTE course (2015/16)
- 7) 92% of staff indicate that the school is working to implement the CCSS (2016/17)
- 8) 22% of students performed in the Healthy Fit Zone (HFZ) in 2015/16.
- 9) English Learner progress on Spring 2017 Dashboard indicates an increase of 1.7% (this is reflective of 2015 and 2014 CELDT + 2014 reclassification data minus 2014 and 2013 CELDT + 2013 reclassification data)
- 10) 20% of students in grades 4-12 are enrolled in an academic intervention class (2015/16)
- 11) 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
- 12) 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. 2016/17 Benchmark #1- Benchmark #3 group gain= 70%
- 13) 79% of students earned an AP exam score of 3 or higher (2015/16)
- 14) 45% of students in grades 3-8 and 11 MEET or EXCEED standards on the ELA portion of the 2016 SBAC summative assessment;
 *3-8th status= Low (38.7 points below level 3); (2016 Average Distance from Level 3), change= -3 points; Declined (2016 Average Distance from Level 3 minus 2015 Average Distance from Level 3); performance color= Orange.
 *11th grade status= 33.8 points above level 3, change= +2.8 points
- 15) 29% of students in grades 3-8 and 11 MEET or EXCEED standards on the mathematics portion of the 2016 SBAC summative assessment

*3-8th grade status= Low (57.7 points below level 3); (2016 Average Distance from Level 3), change= -.0.6 points; Maintained (2016 Average Distance from Level 3 minus 2015 Average Distance from Level 3); performance color= Yellow

*11th grade status= 54.6 points below level 3, change= -2.5 points

16) 34.9% of students are prepared for college/career (2013/14) according to Dashboard

Due to the accountability transition at the state and federal levels, API is not applicable.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Metrics:</p> <ol style="list-style-type: none"> 1) Teacher observation data and teacher self reporting data will measure implementation of 1-3 best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. 2) Common assessments in ELA and Math are established TK-12 3) 2017/18 LCAP survey data 4) Dataquest CSU/UC completion rate 5) Dataquest AP participation rate 6) District reported CTE completion rate 7) 2017/18 LCAP survey data 8) Healthy Fit Zone (HFZ) performance on 5th grade Physical Fitness Test (PFT) 9) English Learner progress on Spring 2017 Dashboard (which will be based upon 2015 and 2014 CELDT + 2014 reclassification data minus 2014 and 2013 CELDT + 2013 reclassification data) 10) District reported Intervention program participation rate 11) Master schedule analysis per school site 12) Common benchmark assessments in the Accelerated English program. 	<ol style="list-style-type: none"> 1) Teachers will identify and implement 1-3 best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. 2) Common assessments in ELA and Math are established TK-12 3) 50% of students, parents, and staff combined identified math as the subject students needed more help with (2016/17) 4) 37% of students complete A-G requirements (2015/16). 5) 16% of students in grades 10-12 participate in AP exams (2015/16) 6) 35% of students in grades 9-12 complete a CTE course (2015/16) 7) 92% of staff indicate that the school is working to implement the CCSS (2016/17) 8) 22% of students performed in the Healthy Fit Zone (HFZ) in 2015/16. 9) English Learner progress on Spring 2017 Dashboard indicates an increase of 1.7% (this is reflective of 2015 and 2014 CELDT + 2014 reclassification data minus 2014 and 2013 CELDT + 2013 reclassification data) 	<ol style="list-style-type: none"> 1) Teachers will identify and implement 1-3 best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. 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) 5% fewer Students, parents, and staff combined will identify math as the subject students need more help with 4) 2% more, or 39% of students complete A-G requirements 5) 2% more, or 18% of students participate in AP exams (2016= 16%). 6) 2% more, or 37% of students complete a 9-12 CTE course (2016= 35%) 7) 1% more, or 93% of staff report in 2017/18 that schools are working to implement the CCSS. (2016/17= 92%) 8) 3% more, or 25% of students will perform in the HFZ in 2016/17. (2015/16= 22%) 9) English Learner progress on fall 2017 Dashboard will indicate an increase of 2% (this will be reflective of 2017 and 2016 CELDT + 2016 reclassification data minus 2016 and 2015 	<ol style="list-style-type: none"> 1) Teachers will continue to identify and implement 1-3 additional best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. 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 41% of students complete A-G requirements 5) 2% more, or 20% of students participate in AP exams. 6) 2% more, or 39% of students complete a 9-12 CTE course 7) 1% more, or 94% of staff report in 2018/19 that schools are working to implement the CCSS. 8) 3% more, or 28% of students will perform in the HFZ in 2017/18. 9) English Learner progress on fall 2018 Dashboard will indicate an increase of 3% 10) 5% more, or 30% of students in grades TK-12 are enrolled in an academic intervention class 	<ol style="list-style-type: none"> 1) Teachers will continue to identify and implement 1-3 additional best practice strategies from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. 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 43% of students complete A-G requirements 5) 2% more, or 22% of students participate in AP exams. 6) 2% more, or 41% of students complete a 9-12 CTE course 7) 1% more, or 95% of staff report in 2019/20 that schools are working to implement the CCSS. 8) 3% more, or 31% of students will perform in the HFZ in 2018/19. 9) English Learner progress on fall 2019 Dashboard will indicate an increase of 3% 10) 30% of students in grades TK-12 maintain enrollment in an academic intervention class

<p>13) Dataquest AP exam score of 3 or higher rate 14) ELA SBAC summative assessment. 15) Mathematics SBAC summative assessment. 16) College/career Dashboard indicator</p> <p>Due to the accountability transition at the state and federal levels, API is not applicable.</p>	<p>10) 20% of students in grades 4-12 are enrolled in an academic intervention class (2015/16) 11) 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. All students currently have access. 12) 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. 2016/17 Benchmark #1- Benchmark #3 group gain= 70% 13) 79% of students earned an AP exam score of 3 or higher (2015/16) 14) In 2016, 45% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment; ORANGE status 15) 29% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment; YELLOW status 16) 34.9% of students are prepared for college/career (2013/14) according to Dashboard</p>	<p>CELDT + 2015 reclassification data) 10) 5% more, or 25% of students in grades TK-12 are enrolled in an academic intervention class 11) All maintain access to the full course of study described in Education Code 12) English Learners will demonstrate a 3% net increase, or 73% in achievement on Accelerated English common benchmark assessments (from benchmark #1 to benchmark #3). 13) 3% more, or 82% of students will earn an AP exam score of 3 or higher in 2016/17. 14) 5% more or 50% of students in grades 3-8 and 11 will MEET or EXCEED standards on the ELA portion of the SBAC summative assessment (2016= 45%); or an increase of 3 points on Dashboard 15) 5% more or 34% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the SBAC summative assessment (2016= 29%); or an increase of 3 points on Dashboard 16) 2% more or 36.9% of students are prepared for college/career (2014/15) according to Dashboard</p>	<p>11) All maintain access to the full course of study described in Education Code 12) English Learners will demonstrate a 3% net increase, or 76% in achievement on Accelerated English common benchmark assessments (from benchmark #1 to benchmark #3). 13) 3% more, or 85% of students will earn an AP exam score of 3 or higher in 2017/18. 14) 5% more or 55% of students in grades 3-8 and 11 will MEET or EXCEED standards on the ELA portion of the SBAC summative assessment (2016= 45%); or an increase of 3 points on Dashboard 15) 5% more or 39% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the SBAC summative assessment; or an increase of 3 points on Dashboard 16) 2% more or 38.9% of students are prepared for college/career (2015/16) according to Dashboard</p>	<p>11) All maintain access to the full course of study described in Education Code 12) English Learners will demonstrate a 3% net increase, or 79% in achievement on Accelerated English common benchmark assessments (from benchmark #1 to benchmark #3). 13) 3% more, or 88% of students will earn an AP exam score of 3 or higher in 2018/19. 14) 5% more or 60% of students in grades 3-8 and 11 will MEET or EXCEED standards on the ELA portion of the SBAC summative assessment; or an increase of 3 points on Dashboard 15) 5% more or 44% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the SBAC summative assessment; or an increase of 3 points on Dashboard 16) 2% more or 40.9% of students are prepared for college/career (2016/17) according to Dashboard</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1) With on-going support from the DLT, teachers will identify 1-3 strategies & best practices to implement from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.

2018-19

New Modified Unchanged

1) With on-going support from the DLT, teachers will identify 1-3 new additional strategies & best practices to implement from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.

2019-20

New Modified Unchanged

1) With on-going support from the DLT, teachers will identify 1-3 new additional strategies & best practices to implement from Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.

BUDGETED EXPENDITURES

2017-18

Amount	1000.
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Professional development, data collection, and instructional support on Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie. Purchase of books in 2017/18.
Amount	20,000.

2018-19

Amount	0.
Source	
Budget Reference	Professional development, data collection, and instructional support on Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.
Amount	20,000.

2019-20

Amount	0.
Source	
Budget Reference	Professional development, data collection, and instructional support on Visible Learning for Teachers, Maximizing Impact on Learning by John Hattie.
Amount	20,000.

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary and benefit costs

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary and benefit costs

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary and benefit costs

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount 15,000.

2018-19

Amount 15,000.

2019-20

Amount 15,000.

Source	Lottery	Source	Title I	Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Universal Screening software for identifying intervention needs	Budget Reference	5000-5999: Services And Other Operating Expenditures Universal Screening software for identifying intervention needs	Budget Reference	5000-5999: Services And Other Operating Expenditures Universal Screening software for identifying intervention needs
Amount	15,000.	Amount	30,000.	Amount	30,000.
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Release time for training colleagues and creating/ identifying common assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Release time for training colleagues and creating/ identifying common assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Release time for training colleagues and creating/ identifying common assessments
Amount	36,000.	Amount	36,000.	Amount	36,000.
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures EADMS annual renewal	Budget Reference	5000-5999: Services And Other Operating Expenditures EADMS annual renewal	Budget Reference	5000-5999: Services And Other Operating Expenditures EADMS annual renewal

Action **3**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3) Teachers will continue to receive professional development regarding the CCSS aligned "bridge" and adopted math materials implementation

2018-19

New Modified Unchanged

3) Teachers will continue to receive professional development regarding the CCSS aligned "bridge" and adopted math materials implementation

2019-20

New Modified Unchanged

3) Teachers will continue to receive professional development regarding the CCSS aligned "bridge" and adopted math materials implementation

BUDGETED EXPENDITURES

2017-18

Amount 16,655.

Source Educator Effectiveness

Budget Reference 1000-1999: Certificated Personnel Salaries
Continuing professional development - will be budgeted by 1st interim

Amount 8,000.

Source Educator Effectiveness

Budget Reference 5000-5999: Services And Other Operating Expenditures
Consultant/ coaching fees- will be budgeted by 1st interim

2018-19

Amount 20,000.

Source Title II

Budget Reference 1000-1999: Certificated Personnel Salaries
Continuing professional development

Amount 8,000.

Source Title II

Budget Reference 5000-5999: Services And Other Operating Expenditures
Consultant/ coaching fees

2019-20

Amount 20,000.

Source Title II

Budget Reference 1000-1999: Certificated Personnel Salaries
Continuing professional development

Amount 8,000.

Source Title II

Budget Reference 5000-5999: Services And Other Operating Expenditures
Consultant/ coaching fees

Action **4**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4) All schools will continue to build on having visuals that communicate a college/career focused culture.

2018-19

New Modified Unchanged

4) All schools will continue to build upon having visuals that communicate a college/career focused culture.

2019-20

New Modified Unchanged

4) All schools will continue to build upon having visuals that communicate a college/career focused culture.

BUDGETED EXPENDITURES

2017-18

Amount: 3,000.

Source: Title I

Budget Reference: 4000-4999: Books And Supplies Each site (MWE, WCE, BES, WMS, WHS, & WOA) purchase \$500 in visuals to help promote a college/career focused culture at all schools.

2018-19

Amount: 3000.

Source: Title I

Budget Reference: 4000-4999: Books And Supplies Each site (MWE, WCE, BES, WMS, WHS, & WOA) purchase \$500 in visuals to help promote a college/career focused culture at all schools.

2019-20

Amount: 3000.

Source: Title I

Budget Reference: 4000-4999: Books And Supplies Each site (MWE, WCE, BES, WMS, WHS, & WOA) purchase \$500 in visuals to help promote a college/career focused culture at all schools.

Action **5**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: MWE, WCE, & BES Specific Grade spans: TK-5

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

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.

2018-19

New
 Modified
 Unchanged

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.

2019-20

New
 Modified
 Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	9,000.
Source	Base
Budget Reference	4000-4999: Books And Supplies Equipment
Amount	5000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	20,000.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Sub release days

2018-19

Amount	9,000.
Source	Base
Budget Reference	4000-4999: Books And Supplies Equipment
Amount	5000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	20,000.
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Sub release days

2019-20

Amount	9,000.
Source	Base
Budget Reference	4000-4999: Books And Supplies Equipment
Amount	5000.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	20,000.
Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Sub release days

Action 6

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	70,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Program Coordinator to coordinate and monitor program implementation and efficacy.
Amount	77,000.
Source	Supplemental

2018-19

Amount	71,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Program Coordinator to coordinate and monitor program implementation and efficacy.
Amount	60,000.
Source	Supplemental

2019-20

Amount	72,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Program Coordinator to coordinate and monitor program implementation and efficacy.
Amount	30,000.
Source	Supplemental

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Koski Consulting Contract for Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Koski Consulting Contract for Services	Budget Reference	5000-5999: Services And Other Operating Expenditures Koski Consulting Contract for Services
Amount	9,828.	Amount	8,000.	Amount	8,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Release time for training, coaching, and prep	Budget Reference	1000-1999: Certificated Personnel Salaries Release time for training, coaching, and prep	Budget Reference	1000-1999: Certificated Personnel Salaries Release time for training, coaching, and prep
Amount	74,587.	Amount	74,587.	Amount	74,587.
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries In-house Accelerated English Coach	Budget Reference	1000-1999: Certificated Personnel Salaries In-house Accelerated English Coach	Budget Reference	1000-1999: Certificated Personnel Salaries In-house Accelerated English Coach
Amount	700,000.	Amount	710,000.	Amount	720,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries and benefits for Accelerated English teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Salaries and benefits for Accelerated English teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Salaries and benefits for Accelerated English teachers
Amount	13,163.	Amount	13,163.	Amount	13,163.
Source	Title III	Source	Title III	Source	Title III
Budget Reference	3000-3999: Employee Benefits In-house Accelerated English Coach benefits	Budget Reference	3000-3999: Employee Benefits In-house Accelerated English Coach benefits	Budget Reference	3000-3999: Employee Benefits In-house Accelerated English Coach benefits

Action **7**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

7) 5.0 Additional FTE are maintained to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.

2018-19

New Modified Unchanged

7) 5.0 Additional FTE will be maintained to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.

2019-20

New Modified Unchanged

7) 5.0 Additional FTE will be maintained to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments.

BUDGETED EXPENDITURES

2017-18

Amount	425,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 5.0 Academic Intervention teachers are maintained
Amount	8,000.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher after school program- Odyssey credit make-up for WHS & WOA students
Amount	6,000.

2018-19

Amount	510,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 5.0 Academic Intervention teachers are maintained
Amount	25,000.
Source	Title I
Budget Reference	4000-4999: Books And Supplies Additional materials, including technology programs are purchased for use with intervention students and classes
Amount	8,000.

2019-20

Amount	520,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 5.0 Academic Intervention teachers are maintained
Amount	25,000.
Source	Title I
Budget Reference	4000-4999: Books And Supplies Additional materials, including technology programs are purchased for use with intervention students and classes
Amount	8,000.

Source	Supplemental	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher after school program- Odyssey credit make-up for WHS & WOA students	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher after school program- Odyssey credit make-up/acceleration for WHS & WOA students	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher after school program- Odyssey credit make-up/acceleration for WHS & WOA students
Amount	21,000.	Amount	25,000.	Amount	25,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Odyssey Credit make-up software	Budget Reference	5000-5999: Services And Other Operating Expenditures Odyssey Credit make-up software	Budget Reference	5000-5999: Services And Other Operating Expenditures Odyssey Credit make-up software
Amount	13,000.	Amount	13,000.	Amount	13,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries One section of supervision of vetted WHS student math tutors who are earning elective credit to tutor peers who are performing below grade level in math.	Budget Reference	1000-1999: Certificated Personnel Salaries One section of supervision of vetted WHS student math tutors who are earning elective credit to tutor peers who are performing below grade level in math.	Budget Reference	1000-1999: Certificated Personnel Salaries One section of supervision of vetted WHS student math tutors who are earning elective credit to tutor peers who are performing below grade level in math.
Amount	0.	Amount	0.	Amount	0.
Budget Reference	6-12 Rtl planning committee to meet and better develop secondary Rtl model, including review of WISH program	Budget Reference	6-12 Rtl planning committee meets quarterly to monitor secondary Rtl model implementation, including review of WISH program	Budget Reference	6-12 Rtl planning committee meets quarterly to monitor secondary Rtl model implementation, including review of WISH program
Amount	75,000.	Amount	0.	Amount	0.
Source	Supplemental	Source		Source	
Budget Reference	3000-3999: Employee Benefits 5.0 Academic Intervention teachers are maintained	Budget Reference	Not needed	Budget Reference	Not needed

Action **8**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

8) Establish a professional learning network of twenty-five teachers with the goal of enhancing technology integration. Support these teachers with student technology to ensure at least a 1:5 ratio of devices to students.

2018-19

New Modified Unchanged

8) Establish a second professional learning network of twenty-five teachers with the goal of enhancing technology integration. Support these teachers with student technology to ensure at least a 1:5 ratio of devices to students.

2019-20

New Modified Unchanged

8) Establish a third professional learning network of twenty-five teachers with the goal of enhancing technology integration. Support these teachers with student technology to ensure at least a 1:5 ratio of devices to students.

BUDGETED EXPENDITURES

2017-18

Amount	125,000.
Source	One Time Mandated Cost
Budget Reference	0001-0999: Unrestricted: Locally Defined Student technology- to be budgeted by 1st interim
Amount	0.
Budget Reference	Offer genius bar/office hours at each site once a month and by appointment at the

2018-19

Amount	125,000.
Source	One Time Mandated Cost
Budget Reference	0001-0999: Unrestricted: Locally Defined Student technology
Amount	0.
Budget Reference	Offer genius bar/office hours at each site once a month and by appointment at the

2019-20

Amount	125,000.
Source	One Time Mandated Cost
Budget Reference	0001-0999: Unrestricted: Locally Defined Student technology
Amount	0.
Budget Reference	Offer genius bar/office hours at each site once a month and by appointment at the

technology department throughout the school year.

technology department throughout the school year.

technology department throughout the school year.

Action **9**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning

2018-19

New Modified Unchanged

9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning

2019-20

New Modified Unchanged

9) Professional Development Day for certificated staff focused upon CCSS Implementation and 21st century learning

BUDGETED EXPENDITURES

2017-18

Amount 12,000.

Source Lottery

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount 12,000.

Source Lottery

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount 12,000.

Source Lottery

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

One professional development day bringing in some consultants

One professional development day bringing in some consultants

One professional development day bringing in some consultants

Action **10**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

10) District to maintain increased technology staff to support school sites

10) District to maintain increased technology staff to support school sites

10) District to maintain increased technology staff to support school sites

[BUDGETED EXPENDITURES](#)

2017-18

Amount	150,000.
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain staff of six plus director

2018-19

Amount	150,000.
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain staff of six plus director

2019-20

Amount	150,000.
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintain staff of six plus director

Action **11**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

11) District to continue to provide after school tutoring support in grades TK-12, including transportation home

2018-19

New Modified Unchanged

11) District to continue to provide after school tutoring support in grades TK-12, including transportation home

2019-20

New Modified Unchanged

11) District to continue to provide after school tutoring support in grades TK-12, including transportation home

BUDGETED EXPENDITURES

2017-18

Amount	50,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring/ homework support teachers- 2 days per week- school year
Amount	6,200.

2018-19

Amount	50,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring/ homework support teachers- 2 days per week- school year
Amount	6,500.

2019-20

Amount	50,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring/ homework support teachers- 2 days per week- school year
Amount	6,500.

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Bus transportation home - to be budgeted by 1st interim

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Bus transportation home

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Bus transportation home

Action **12**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.

2018-19

New Modified Unchanged

12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.

2019-20

New Modified Unchanged

12) Site leads continue to train colleagues and facilitate work sessions to create common assessments in ELA and math.

BUDGETED EXPENDITURES

2017-18

Amount	7,500.
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2018-19

Amount	7,500.
--------	--------

2019-20

Amount	7,500.
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Source	Educator Effectiveness
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for EADMS site leads- carryover will be budgeted by 1st interim

Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for EADMS site leads

Source	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for EADMS site leads

Action **13**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: WCE, BES, WMS, & WHS Specific Grade spans: 2-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

13) District continues to provide additional supervised during and after school computer lab/ library access to students in grades 2-12

2018-19

New Modified Unchanged

13) District continues to provide additional supervised during and after school computer lab/ library access to students in grades 2-12

2019-20

New Modified Unchanged

13) District continues to provide additional supervised during and after school computer lab/ library access to students in grades 2-12

BUDGETED EXPENDITURES

2017-18

Amount	3,000.
--------	--------

2018-19

Amount	3,000.
--------	--------

2019-20

Amount	3,000.
--------	--------

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified personnel to provide additional computer lab/library access during school at WCE & BES	Budget Reference	2000-2999: Classified Personnel Salaries Classified personnel to provide additional computer lab/library access during school at WCE & BES	Budget Reference	2000-2999: Classified Personnel Salaries Classified personnel to provide additional computer lab/library access during school at WCE & BES
Amount	2,000.	Amount	2,000.	Amount	2,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified personnel to provide after school supervision and computer lab/library access for students	Budget Reference	2000-2999: Classified Personnel Salaries Classified personnel to provide after school supervision and computer lab/library access for students	Budget Reference	2000-2999: Classified Personnel Salaries Classified personnel to provide after school supervision and computer lab/library access for students

Action **14**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.

14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.

14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **15**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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.

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.

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.

BUDGETED EXPENDITURES

2017-18

Amount	20,000.
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development for teachers and staff

2018-19

Amount	20,000.
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development for teachers and staff

2019-20

Amount	20,000.
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development for teachers and staff

Action **16**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input checked="" type="checkbox"/> Specific Grade spans: <u>6-12</u>

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

16) Students are continued to be encouraged and counseled to meet the A-G requirements to be college/career ready.

2018-19

New Modified Unchanged

16) Students are continued to be encouraged and counseled to meet the A-G requirements to be college/career ready.

2019-20

New Modified Unchanged

16) Students are continued to be encouraged and counseled to meet the A-G requirements to be college/career ready.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	68,000.	Amount	69,500.	Amount	71,000.
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries College/Career readiness assistant	Budget Reference	2000-2999: Classified Personnel Salaries College/Career readiness assistant	Budget Reference	2000-2999: Classified Personnel Salaries College/Career readiness assistant
Amount	9,071.	Amount	9,071.	Amount	9,071.
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Naviance subscription- college/career software	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Naviance subscription- college/career software	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Naviance subscription- college/career software
Amount	2,500.	Amount	0.	Amount	0.
Source	Educator Effectiveness	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development regarding "Toxic Grading Practices"- to be budgeted by 1st interim	Budget Reference	Continuing staff dialogue regarding "Toxic Grading Practices"	Budget Reference	Continuing staff dialogue regarding "Toxic Grading Practices"

Action **17**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Students enrolled in AP classes</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>WHS</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>9-12</u>

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.

2018-19

New Modified Unchanged

17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.

2019-20

New Modified Unchanged

17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.

BUDGETED EXPENDITURES

2017-18

Amount 3,000.

Source Supplemental

Budget Reference 0000: Unrestricted Scholarships for AP exams for low income students- to be budgeted by 1st interim

2018-19

Amount 3,000.

Source Supplemental

Budget Reference 0000: Unrestricted Scholarships for AP exams for low income students

2019-20

Amount 3,000.

Source Supplemental

Budget Reference 0000: Unrestricted Scholarships for AP exams for low income students

Action **18**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: WMS & WHS Specific Grade spans: 7-12

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

18) WMS & WHS provide strong academy and pathway programs at grades 7-12

2018-19

New Modified Unchanged

18) WMS & WHS provide strong academy and pathway programs at grades 7-12

2019-20

New Modified Unchanged

18) WMS & WHS provide strong academy and pathway programs at grades 7-12

[BUDGETED EXPENDITURES](#)

2017-18

Amount 263,000.

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
Maintain SCOE CTE sections at WHS

2018-19

Amount 275,000.

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
Maintain SCOE CTE sections at WHS

2019-20

Amount 280,000.

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
Maintain SCOE CTE sections at WHS

Action **19**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Specific Schools: WMS & WHS
 Specific Grade spans: 7-12

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program

2018-19

- New
 Modified
 Unchanged

19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program

2019-20

- New
 Modified
 Unchanged

19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program

BUDGETED EXPENDITURES

2017-18

Amount	15,000.
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID license renewal, training, and subscription fees- to be budgeted by 1st interim
Amount	145,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries AVID sections at WMS & WHS
Amount	31,000.
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits AVID sections at WMS & WHS

2018-19

Amount	15,000.
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID license renewal, training, and subscription fees
Amount	177,500.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries AVID sections at WMS & WHS
Amount	0.
Source	
Budget Reference	Not needed

2019-20

Amount	15,000.
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID license renewal, training, and subscription fees
Amount	179,000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries AVID sections at WMS & WHS
Amount	0.
Source	
Budget Reference	Not needed

Action **20**

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

[Students to be Served](#)

- All
 Students with Disabilities

Location(s) All Schools Specific Schools: WHS Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

20) Bridge materials will be purchased for WHS for Integrated Math II to implement during the 2017/18 school year.

2018-19

New Modified Unchanged

20) Bridge materials will be purchased for WHS for Integrated Math III to implement during the 2018/19 school year.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 60,000.

Source Base

Budget Reference 4000-4999: Books And Supplies
CPM Integrated Math II curriculum

2018-19

Amount 50,000.

Source Base

Budget Reference 4000-4999: Books And Supplies
CPM Integrated Math III curriculum

2019-20

Amount 0.

Source

Budget Reference Not needed

Action **21**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

21) Heidi Koski Consulting to provide professional development to core subject teachers in integrated ELD instruction

2018-19

- New Modified Unchanged

21) Heidi Koski Consulting to provide professional development to core subject teachers in integrated ELD instruction

2019-20

- New Modified Unchanged

21) In-house ELD Coach to provide professional development to core subject teachers in integrated ELD instruction

BUDGETED EXPENDITURES

2017-18

Amount	44,000.
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Integrated ELD training for Core Subject teachers
Amount	6,000.
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Integrated ELD training for Core Subject teachers

2018-19

Amount	30,000.
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Integrated ELD training for Core Subject teachers
Amount	0.
Source	
Budget Reference	Not needed

2019-20

Amount	0.
Source	Supplemental
Budget Reference	
Amount	0.
Source	
Budget Reference	Not needed

Action **22**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

22) Create and consistently implement a Bring Your Own Device "BYO" policy for students.

22) Monitor newly created and implemented Bring Your Own Device "BYO" policy for students.

22) Monitor newly created and implemented Bring Your Own Device "BYO" policy for students.

BUDGETED EXPENDITURES

2017-18

Amount 0.

Budget Reference DLT and Board to create and implement new policy- no additional cost to District

2018-19

Amount 0.00

Budget Reference No cost to District

2019-20

Amount 0.

Budget Reference No cost to District

Action **23**

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

Students to be Served

All Students with Disabilities

Location(s) All Schools Specific Schools: WHS & WOA Specific Grade spans: 10th

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

23) The District will require all 10th graders to take the PSAT test.

2018-19

New Modified Unchanged

23) The District will continue requiring all 10th graders to take the PSAT test.

2019-20

New Modified Unchanged

23) The District will continue requiring all 10th graders to take the PSAT test.

BUDGETED EXPENDITURES

2017-18

Amount	8,000.
Source	Base
Budget Reference	0000: Unrestricted PSAT test fees- to be budgeted by 1st interim

2018-19

Amount	8,000.
Source	Base
Budget Reference	0000: Unrestricted PSAT test fees

2019-20

Amount	8,000.
Source	Base
Budget Reference	0000: Unrestricted PSAT test fees

Action **24**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: MWE, WCE, & BES Specific Grade spans: TK-5

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

24) TK-5 teachers will implement newly adopted ELA/ELD "Ready GEN" curriculum in 2017/18.

2018-19

New Modified Unchanged

24) 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.

2019-20

New Modified Unchanged

24) 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.

BUDGETED EXPENDITURES

2017-18

Amount	520,000.
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase of new TK-5 ELA/ELD curriculum
Amount	16,777.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development for newly adopted ELA/ELD curriculum

2018-19

Amount	65,000.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development for ELA/ELD instruction
Amount	260,000.
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase of new 6-8 ELA/ELD curriculum

2019-20

Amount	65,000.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development for ELA/ELD instruction
Amount	0.
Source	
Budget Reference	Not needed

Amount	30,000.	Amount	0.	Amount	0.
Source	Title II	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development for newly adopted ELA/ELD curriculum- to be budgeted by 1st interim.	Budget Reference	Not needed	Budget Reference	Not needed
Amount	11,179.	Amount	0.	Amount	0.
Source	Title III	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development for newly adopted ELA/ELD curriculum	Budget Reference	Not needed	Budget Reference	Not needed
Amount	2,938.	Amount	0.	Amount	0.
Source	Title III	Source		Source	
Budget Reference	3000-3999: Employee Benefits Professional Development for newly adopted ELA/ELD curriculum	Budget Reference	Not needed	Budget Reference	Not needed

Action **25**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

25) Hire an arts education consultant to write a three to five-year Arts Education Strategic Plan with identified goals, key action items, identified responsibilities and measurable outcomes.

2018-19

New Modified Unchanged

25) Board analysis of program goals and key action items compared to available resources to begin implementation of approved items.

2019-20

New Modified Unchanged

25) Continued Board analysis of program goals and key action items compared to available resources to begin implementation of approved items.

BUDGETED EXPENDITURES

2017-18

Amount	15,000.
Source	One Time Mandated Cost
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Arts Education Consultant fee for Big Idea Consulting- will be budgeted by 1st interim

2018-19

Amount	0.
Source	
Budget Reference	Not needed

2019-20

Amount	0.
Source	
Budget Reference	Not needed

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Students will be engaged in their learning in order to be successful.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

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 2016 is 95.2%
- 2) The chronic absenteeism rate for 2016 is 9%.
- 3) The middle school drop out rate for 2016 is <1%.
- 4) The high school drop out rate for 2016 is 7%.
- 5) The high school graduation rate for 2016 is 91%. The Hispanic/Latino graduation rate for 2016 is 88%. The Dashboard graduation rate status is Very High at 95.5% (2014/15 four-year cohort graduation rate (Class of 2015); The Change is Increased +2.7% and is Blue (2014/15 four-year cohort graduation rate minus Three-year weighted average (i.e., 2013/14, 2012/13, and 2011/12)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) District reported attendance percentage in SIS 2) District reported chronic absenteeism rate in SIS 3) Dataquest reported middle school drop out rate 4) Dataquest reported high school drop out rate	1) The school attendance rate (ADA) for 2016 is 95.2% 2) The chronic absenteeism rate for 2016 is 9%. 3) The middle school drop out rate for 2016 is <1%. 4) The high school drop out rate for 2016 is 7%.	1) The school attendance rate will increase .5% to 95.7% 2) The chronic absenteeism rate will reduce 2% to 7%. 3) The middle school drop out rate will continue to be <1%. 4) The high school drop out rate will reduce by 1% to 6%.	1) The school attendance rate will increase .5% to 96.2% 2) The chronic absenteeism rate will reduce 2% to 5%. 3) The middle school drop out rate will continue to be <1%. 4) The high school drop out rate will reduce by 1% to 5%.	1) The school attendance rate will increase .5% to 96.7% 2) The chronic absenteeism rate will reduce 1% to 4%. 3) The middle school drop out rate will continue to be <1%. 4) The high school drop out rate will reduce by 1% to 4%.

5) Dataquest high school graduation rate and Dashboard graduation rate indicator	5) The high school graduation rate for 2016 is 91%. The Hispanic/Latino graduation rate for 2016 is 88%. The Dashboard graduation rate status is Very High at 95.5% and BLUE	5) The high school graduation rate will increase by 1% to 92%. The Hispanic/Latino graduation rate will increase by 3% to 91%. The Dashboard Change will increase by .5% to 96% and maintain Very High (Blue) status.	5) The high school graduation rate will increase by 1% to 93%. The Hispanic/Latino graduation rate will increase by 2% to 93%. The Dashboard Change will increase by .5% to 96.5% and maintain Very High (Blue) status.	5) The high school graduation rate will increase by 1% to 94%. The Hispanic/Latino graduation rate will increase by 1% to 94%. The Dashboard Change will increase by .5% to 97% and maintain Very High (Blue) status.
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1) Hold SARB hearings monthly, and systematize SARB process at each site.

1) Hold SARB hearings monthly, and systematize SARB process at each site.

1) Hold SARB hearings monthly, and systematize SARB process at each site.

BUDGETED EXPENDITURES

2017-18

Amount 0.00

Budget Reference None- process is in place and will need to expand to monthly.

2018-19

Amount 0.00

Budget Reference None- process is in place and will need to expand to monthly.

2019-20

Amount 0.00

Budget Reference None- process is in place and will need to expand to monthly.

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Utilize SEL programs (Responsive Classroom in grades TK-8, Restorative Circles in grades 9-12, and Big Picture Learning in grades 10-12 at WOA to emphasize the importance of regular school attendance and build up each student's sense of belonging to the learning community.

2018-19

New Modified Unchanged

Continue to utilize SEL programs (Responsive Classroom in grades TK-8, Restorative Circles in grades 9-12, and Big Picture Learning in grades 10-12 at WOA to emphasize the importance of regular school attendance and build up each student's sense of belonging to the learning community.

2019-20

New Modified Unchanged

Continue to utilize SEL programs (Responsive Classroom in grades TK-8, Restorative Circles in grades 9-12, and Big Picture Learning in grades 10-12 at WOA to emphasize the importance of regular school attendance and build up each student's sense of belonging to the learning community.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **3**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: WMS, WHS, and WOA Specific Grade spans: 6-12

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Explore the possibilities of adding more vocational training and/or work based learning opportunities for students.

2018-19

New Modified Unchanged

Continue to explore the possibilities of adding more vocational training and/or work based learning opportunities for students.

2019-20

New Modified Unchanged

Continue to explore the possibilities of adding more vocational training and/or work based learning opportunities for students.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Budget Reference	None- process is in place
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Budget Reference	None- process is in place
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Budget Reference	None- process is in place
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Create and maintain optimum learning and working environments for students and staff.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

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.

Metrics:

- 1) The rate of teacher misassignment is <1% in 2016.
- 2) Student access to standards-aligned instructional materials is 100% in 2016.
- 3) Facility Inspection Tool (FIT) Report is 87.7% in 2016.
- 4) The student suspension rate is 3% in 2015. The Dashboard suspension rate status is medium at 3% in 2014/15. The Change is maintained at +0.1% and is Yellow. (2014/15 suspension rate minus 2013/14 suspension rate).
- 5) The student expulsion rate is <1% in 2015.
- 6) The school learning environment is 92%, which is to say the 92% of survey responses indicated that the school is providing a safe and positive learning environment.
- 7) The ratio of academic counselors at the high school level is 1/443.
- 8) 88% of staff report that our schools support students who are struggling socially/ emotionally. (2016/17)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) District report from HR. 2) District report from Ed Svcs. 3) Facility Inspection Tool (FIT) Report	1) The rate of teacher misassignment is <1% in 2016. 2) Student access to standards-aligned instructional materials is 100% in 2016.	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%.	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%.	1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%.

4) Dataquest reported student suspension rate. Dashboard suspension rate indicator.
 5) Dataquest reported student expulsion rate.
 6) LCAP survey results.
 7) WHS Counseling ratio: Information Day enrollment at WHS divided by Counseling FTE.
 8) LCAP survey results regarding schools supporting students who are struggling socially/emotionally.

3) Facility Inspection Tool (FIT) Report is 87.7% in 2016.
 4) The student suspension rate is 3% in 2015. The Dashboard suspension rate status is medium at 3% in 2014/15. The Change is maintained at +0.1% and is Yellow. (2014/15 suspension rate minus 2013/14 suspension rate).
 5) The student expulsion rate is <1% in 2015.
 6) The school learning environment is 92%, which is to say the 92% of survey responses indicated that the school is providing a safe and positive learning environment.
 7) The ratio of academic counselors at the high school level is 1/443.
 8) 88% of staff report that our schools support students who are struggling socially/emotionally. (2016/17)

3) The updated FIT report shows that all facilities are in overall fair/good condition, and the district score increases by 1.5% to 89.2%.
 4) The student suspension rate decreases 0.2% to 2.8%.
 5) The student expulsion rate continues to be <1%.
 6) The school learning environment survey feedback increases by 1% to 93%.
 7) The ratio of academic counselors at the high school level reduces to 1/439.
 8) 5% more, or 93% of staff report that our schools support students who are struggling socially/ emotionally.

3) The updated FIT report shows that all facilities are in overall fair/good condition, and the district score increases by 1.5% to 90.7%.
 4) The student suspension rate decreases 0.2% to 2.6%.
 5) The student expulsion rate continues to be <1%.
 6) The school learning environment survey feedback increases by 1% to 94%.
 7) The ratio of academic counselors at the high school level maintains at 1/439.
 8) 2% more, or 95% of staff report that our schools support students who are struggling socially/ emotionally.

3) The updated FIT report shows that all facilities are in overall fair/good condition, and the district score increases by 1.5% to 92.2%.
 4) The student suspension rate decreases 0.2% to 2.4%.
 5) The student expulsion rate continues to be <1%.
 6) The school learning environment survey feedback increases by 1% to 95%.
 7) The ratio of academic counselors at the high school level maintains at 1/439.
 8) 95% of staff continue to report that our schools support students who are struggling socially/ emotionally.

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount: 7,100.

Source: Base

Budget Reference: 5000-5999: Services And Other Operating Expenditures
Renewal of work order software to track work orders and preventive/ annual scheduled maintenance

2018-19

Amount: 7,100.

Source: Base

Budget Reference: 5000-5999: Services And Other Operating Expenditures
Renewal of work order software to track work orders and preventive/annual scheduled maintenance

2019-20

Amount: 7,100.

Source: Base

Budget Reference: 5000-5999: Services And Other Operating Expenditures
Renewal of work order software to track work orders and preventive/annual scheduled maintenance

Action **2**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: WMS Specific Grade spans: 6-8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	59,381.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries .5 licensed MFT or LCSW
Amount	59,381.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries .5 licensed MFT or LCSW

2018-19

Amount	59,381.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries .5 licensed MFT or LCSW
Amount	59,381.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries .5 licensed MFT or LCSW

2019-20

Amount	59,381.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries .5 licensed MFT or LCSW
Amount	59,381.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries .5 licensed MFT or LCSW

Action **3**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: MWE, WCE, BES, WMS, & WHS Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

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.

2018-19

- New Modified Unchanged

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.

2019-20

- New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	15,000.
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Consultant fees, registration fees and travel expenses for professional development days
Amount	10,000.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	5,000.
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Consultant fees, registration fees and travel expenses for professional development days
Amount	500.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	5,000.
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Consultant fees, registration fees and travel expenses for professional development days
Amount	500.
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Sub days for teacher professional development

Sub days for teacher professional development

Sub days for teacher professional development

Action **4**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: MWE, WCE, BES, & WHS Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

4) District to explore possibility of applying for multi-year grant funding to support additional counseling services for district students.

4) District to qualify for multi-year grant funding to support additional counseling services for district students.

4) District to continue to qualify for multi-year grant funding to support additional counseling services for district students.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 1,000.

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount 0.

Source

Budget Reference None- process is in place

2019-20

Amount 0.

Source

Budget Reference None- process is in place

Funds to pay personnel to apply for multi-year grant funding.

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5) Utilize vetted WHS students to earn community service hours by providing parent education nights to demonstrate the latest capabilities of social media, with a particular emphasis on how and where cyber-bullying takes place.

2018-19

New Modified Unchanged

5) Continue to utilize vetted WHS students to earn community service hours by providing parent education nights to demonstrate the latest capabilities of social media, with a particular emphasis on how and where cyber-bullying takes place.

2019-20

New Modified Unchanged

5) Continue to utilize vetted WHS students to earn community service hours by providing parent education nights to demonstrate the latest capabilities of social media, with a particular emphasis on how and where cyber-bullying takes place.

BUDGETED EXPENDITURES

2017-18

Amount	1,000.
Source	Base

2018-19

Amount	1,000.
Source	Base

2019-20

Amount	1,000.
Source	Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
District provided refreshments and childcare at parent ed evenings.

Budget Reference 5000-5999: Services And Other Operating Expenditures
District provided refreshments and childcare at parent ed evenings.

Budget Reference 5000-5999: Services And Other Operating Expenditures
District provided refreshments and childcare at parent ed evenings.

Action 6

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans: TK-3

ACTIONS/SERVICES

2017-18

New Modified Unchanged

6) Primary Intervention Program (PIP) Child Aides (Special Friends) 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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount 15,000.

2018-19

Amount 15,000.

2019-20

Amount 15,000.

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2 hours per day at MWE and WCE	Budget Reference	2000-2999: Classified Personnel Salaries 2 hours per day at MWE and WCE	Budget Reference	2000-2999: Classified Personnel Salaries 2 hours per day at MWE and WCE
Amount	20,000.	Amount	20,000.	Amount	20,000.
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Partial salary for certificated support to PIP aides	Budget Reference	1000-1999: Certificated Personnel Salaries Partial salary for certificated support to PIP aides	Budget Reference	1000-1999: Certificated Personnel Salaries Partial salary for certificated support to PIP aides

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

7) The district continues to recruit and retain highly qualified and dynamic certificated staff.

7) The district continues to recruit and retain highly qualified and dynamic certificated staff.

7) The district continues to recruit and retain highly qualified and dynamic certificated staff.

BUDGETED EXPENDITURES

2017-18

Amount	17,503,852.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries and benefits

2018-19

Amount	18,498,704.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries and benefits

2019-20

Amount	18,498,704.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries and benefits

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>WOA</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>10-12</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

8) 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,

2018-19

New Modified Unchanged

8) 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,

2019-20

New Modified Unchanged

8) 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.

reduce the percentage of students who are struggling socially and emotionally, and decrease the suspension/expulsion rate.

reduce the percentage of students who are struggling socially and emotionally, and decrease the suspension/expulsion rate.

BUDGETED EXPENDITURES

2017-18

Amount 29,400.

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures
Big Picture School professional development

2018-19

Amount 0.00

Source

Budget Reference Big Picture School continued implementation- no cost in Year 3

2019-20

Amount 0.

Source

Budget Reference Big Picture School continued implementation- no cost in Year 4

Action **9**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

9) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.

9) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.

9) The District works to implement the recommendations from the Sonoma County Office of Education Technology Audit regarding infrastructure.

BUDGETED EXPENDITURES

2017-18

Amount	400,000.
Source	Base
Budget Reference	0000: Unrestricted In accordance with Year 2 recs and budget allowance- \$250,000 budgeted in school 604. \$150,000 in fund balance. To be budgeted by 1st interim.

2018-19

Amount	100,000.
Source	Base
Budget Reference	0000: Unrestricted In accordance with Year 3 recs and budget allowance

2019-20

Amount	100,000.
Source	Base
Budget Reference	0000: Unrestricted In accordance with Year 4 recs and budget allowance

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

Build effective and relevant family partnerships to increase student achievement and engagement in school

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

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 (2016/17).
- 2) The response rate for parents on the 2016/17 survey was 31%
- 3) Attendance tracking for program and events is only partially implemented

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Parent input and participation- LCAP survey results 2) The percent of parents who respond to the LCAP survey 3) Attendance percentage tracked via percent of students represented at events based upon attendance sheets.	1) 82% of parents responding to surveys indicate that the schools regularly seek parent input and participation (2016/17). 2) The response rate for parents on the 2016/17 survey was 31%. 3) Attendance tracking for program and events will establish a baseline.	1) 3% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017/18 survey will increase by 10%, from 31% to 41%. 3) Attendance tracking for program and events will have a	1) 5% 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 2017 survey will increase by 10%, from 41% to 51%. 3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over 2017/18.	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 5%, from 41% to 46%. 3) Attendance tracking for program and events will have a baseline established with a goal of increasing 10% over 2018/19.

baseline established with a goal of increasing 10% over baseline.

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount 212,490.

2018-19

Amount 212,490.

2019-20

Amount 212,490.

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Maintain bilingual community liaison hours at 8 hours per day.	Budget Reference	2000-2999: Classified Personnel Salaries Maintain bilingual community liaison hours at 8 hours per day.	Budget Reference	2000-2999: Classified Personnel Salaries Maintain bilingual community liaison hours at 8 hours per day.
Amount	73,481.	Amount	73,481.	Amount	73,481.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Maintain bilingual community liaison hours at 8 hours per day.	Budget Reference	3000-3999: Employee Benefits Maintain bilingual community liaison hours at 8 hours per day.	Budget Reference	3000-3999: Employee Benefits Maintain bilingual community liaison hours at 8 hours per day.

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2) Renew subscription for Aeries AIR (Aeries Online Enrollment) for new students: allows parents to pre-enroll students electronically in Aeries students database, saving time and money for office staff at school sites, and adding additional security and efficiency in obtaining contact information from parents. Aeries data confirmation subscription fee allows parents to complete the annual re-registration electronically, online, and to update contact information as needed throughout the school year. Via the Aeries parent portal, parents will continue to be able to access their student's grade and attendance information.

2) Renew subscription for Aeries AIR (Aeries Online Enrollment) for new students continues to allow parents to pre-enroll students electronically in Aeries students database, saving time and money for office staff at school sites, and adding additional security and efficiency in obtaining contact information from parents. Aeries data confirmation subscription fee allows parents to complete the annual re-registration electronically, online, and to update contact information as needed throughout the school year. Via the Aeries parent portal, parents will continue to be able to access their student's grade and attendance information.

2) Renew subscription for Aeries AIR (Aeries Online Enrollment) for new students continues to allow parents to pre-enroll students electronically in Aeries students database, saving time and money for office staff at school sites, and adding additional security and efficiency in obtaining contact information from parents. Aeries data confirmation subscription fee allows parents to complete the annual re-registration electronically, online, and to update contact information as needed throughout the school year. Via the Aeries parent portal, parents will continue to be able to access their student's grade and attendance information.

BUDGETED EXPENDITURES

2017-18

Amount	3,421.
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Aeries AIR renewal

2018-19

Amount	3,421.
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Aeries AIR renewal

2019-20

Amount	3,421.
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Aeries AIR renewal

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>MWE, WCE, & WCE</u>	<input checked="" type="checkbox"/> Specific Grade spans: <u>TK-5</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3) Parents continue to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate, particularly for those with no internet or electronic device.

2018-19

New Modified Unchanged

3) Parents continue to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate, particularly for those with no internet or electronic device.

2019-20

New Modified Unchanged

3) Parents continue to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate, particularly for those with no internet or electronic device.

BUDGETED EXPENDITURES

2017-18

Amount 1,000.
 Source Supplemental
 Budget Reference 2000-2999: Classified Personnel Salaries
 Classified staff to keep lab open during conference week- to be budgeted by 1st interim.

2018-19

Amount 1,000.
 Source Supplemental
 Budget Reference 2000-2999: Classified Personnel Salaries
 Classified staff to keep lab open during conference week

2019-20

Amount 1,000.
 Source Supplemental
 Budget Reference 2000-2999: Classified Personnel Salaries
 Classified staff to keep lab open during conference week

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4) Parent Education nights to be provided in areas identified by parents as needs.

2018-19

New Modified Unchanged

4) Parent Education nights continue to be provided in areas identified by parents as needs.

2019-20

New Modified Unchanged

4) Parent Education nights continue to be provided in areas identified by parents as needs.

BUDGETED EXPENDITURES

2017-18

Amount	1,000.
Source	Lottery
Budget Reference	2000-2999: Classified Personnel Salaries District provided childcare during events.
Amount	1,000.
Source	Lottery
Budget Reference	0000: Unrestricted Refreshments for events
Amount	5,000.
Source	Lottery
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Presenter fees
Amount	500.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide oral translation at events

2018-19

Amount	1,000.
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries No cost- District staff to provide presentations
Amount	1,000.
Source	Supplemental
Budget Reference	0000: Unrestricted Refreshments for events
Amount	5,000.
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Presenter fees
Amount	500.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide oral translation at events

2019-20

Amount	1,000.
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	1,000.
Source	Supplemental
Budget Reference	0000: Unrestricted Refreshments for events
Amount	5,000.
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Presenter fees
Amount	500.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide oral translation at events

Action 5

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

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.

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	500.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide oral translation at meetings

2018-19

Amount	500.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide oral translation at meetings

2019-20

Amount	500.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Provide oral translation at meetings

Amount	1,000.	Amount	1,000.	Amount	1,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Provide presenters on parent identified topics at meetings	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Provide presenters on parent identified topics at meetings	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Provide presenters on parent identified topics at meetings
Amount	1,000.	Amount	1,000.	Amount	1,000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries District provided childcare at meetings	Budget Reference	2000-2999: Classified Personnel Salaries District provided childcare at meetings	Budget Reference	2000-2999: Classified Personnel Salaries District provided childcare at meetings
Amount	500.	Amount	500.	Amount	500.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	0000: Unrestricted Refreshments for meetings	Budget Reference	0000: Unrestricted Refreshments for meetings	Budget Reference	0000: Unrestricted Refreshments for meetings

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$2,034,892.00 Percentage to Increase or Improve Services: 6.52%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Windsor Unified School District (unduplicated count is 37%) is receiving \$2,034,892 in supplemental grant funds, however \$ 2,090,280 has been budgeted which exceeds the minimum. 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 4th 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 Dashboard targets, 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, 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.

Inside the school day Tier 2 academic intervention and after school tutoring will also principally benefit the needs of unduplicated count students by addressing the needs of students who are performing below grade level in English language arts and Mathematics.

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 100% of the Windsor High School 2017 senior class was accepted to CSU and UC colleges, many of whom will be first generation college students in their families. This is a 15% increase over 2016.

The district's prior year Supplemental grant expenditure was \$2,230,671 and the MPP percentage was 7.16%. The district's estimated Supplemental Grant Funding is \$2,034,892, and the district's Minimum Proportionality Percentage is 6.52%. As demonstrated in the LCAP, the District is spending \$2,090,280 above its base grant in services specifically for the unduplicated target population and has exceeded the MPP in increased or improved services for these students.

All actions/services being funded by the supplemental grant in the 2017/18 LCAP are as follows:

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ENGLISH LANGUAGE DEVELOPMENT teacher salaries, program coordinator salary, consultant (training/coaching) salary, release time for training/coaching, and integrated ELD training/coaching for core subject teachers. All of these items directly support English Learners in the district. These actions and services will be effective in meeting goals as research indicates and the standards dictate that English Learners must participate in designated and integrated ELD instruction.

By becoming proficient in English as rapidly as possible, students will be more able to successfully access the the curriculum and achieve at (or surpass) the level of their English only peers, thereby maximizing their progress and achievement.

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BIG PICTURE LEARNING PROFESSIONAL DEVELOPMENT is principally directed toward 10th -12th grade students in alternative education who primarily are English Learners and socio-economically disadvantaged. The program is effective in meeting the diverse learning needs of students by providing them with project based learning and work based internships that give them real-world learning opportunities. By providing these experiences to students, the high school graduation rate increases, student academic achievement increases, attendance increases, and suspension/expulsions decrease.

RESEARCH TO SUPPORT BIG PICTURE LEARNING

Post-secondary Outcomes of Innovative High Schools- The Longitudinal Study - As part of the ten-year Big Picture Longitudinal Study (BPLS), Dr. Karen Arnold and her research team at Boston College reported out findings at the ASHE conference in November 2014. This penultimate paper discusses trends in findings around relationship-building, post-secondary preparation, college transition and persistence.

Capturing the Elusive: Collecting Post-graduation Data from Low-Income High School Students - This paper discusses methods and initial outcomes of the Connector Study, which is an element of the larger BPLS project. Trends around college enrollment are discussed, as well as best practices for collecting qualitative data around the post-secondary lives of students.

Alumni Report - This study of three California-based Big Picture schools examines transition outcomes for students in the fields of employment, post-secondary education, civic engagement and personal life.

Making Mastery Work: A Close-up View of Competency Education - This report from the Nellie Mae Education Foundation examines practices in competency-based programs from the New England region, including two Big Picture programs. The project dives deeply into practice, outcomes and tools in competency-based education approaches.

The Shape of Deeper Learning - Strategies, Structure and Cultures in Deeper Learning Network High Schools - In this report (part of a three report series), the American Institutes of Research looked to determine under which conditions deeper learning practices flourish and whether those conditions result in outcomes

we'd expect to find as a result of deeper learning pedagogy. Follow up research suggests that, yes, a focus on deeper learning does result in a higher performing student population (when compared with a similar control group).

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ACADEMIC INTERVENTION teacher salaries and Odyssey software subscription renewal- teachers working specifically with students who are achieving below grade level in English and/or math benefit from additional academic intervention. The funds are principally directed toward English Learners and Low socio-economic status students. The intervention is effective in assisting students with closing the achievement gap and increasing their academic achievement as well as high school graduation rates through additional opportunities for learning in a one on one or small group environment with research-based instructional strategies and materials.

RESEARCH TO SUPPORT INTERVENTIONS:

<http://core.ecu.edu/psyc/rileytillmant/rileytillman.html> This website has a link to an Evidence Based Intervention Manual on the left hand side of the home page. The manual contains specific information on how to implement research based academic and behavioral interventions. It was developed as a class project at East Carolina University under Dr. Chris Riley-Tillman.

http://www.k8accesscenter.org/training_resources/programsandpractices.asp Of particular help on this site is the document "Strategies to Improve Access to the General Education Curriculum"

http://www.k8accesscenter.org/training_resources/universal_design.asp This site has a lot of information about Universal Design to improve learning of all students. Some of the strategies might be used with an individual student.

http://www.k8accesscenter.org/training_resources/default.asp This site has content specific information.

http://research.nichcy.org/subject.asp?SubID_x10x (There is a small "L" after Sub)

This site has twenty-one research articles on Teaching Methods. Some can be adapted for individual students.

<http://serge.ccsso.org> This site has resources for teachers in general education working with students with disabilities. Some of these can be used as interventions.

<http://www.interventioncentral.org> Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York.

<http://www.promisingpractices.net/> This site contains information about practices and programs that help with behavioral and emotional skill development. Although most of the programs are for groups of students, some may be adapted to individual students.

<http://www.colorado.edu/cspv/> This site contains programs that are considered effective violence prevention program. Although most of the programs are for groups of students, some may be adapted to individual students.

http://childtrends.org/lifecourse/programs_ages.htm This site contains information about practices and programs that help with behavioral and emotional skill development. Although most of the programs are for groups of students, some may be adapted to individual students.

<http://www.unl.edu/csi/study.shtml> This website from the University of Nebraska allows access to some empirically-based cognitive strategies. Strategies are targeted at promoting a child's awareness of their cognition during learning. There is a related review about self-regulation and self-monitoring on the site as well.

<http://www.autismnetwork.org/modules/behavior> This website from the University of Oregon of activity-based interventions (ABI) is appropriate for young children with disabilities. There are interventions in the following broad areas academic, behavior, communication, environmental, sensory and social skills. Some specific links included are contingency management, stress management, discrete trial, toilet training etc.

<http://www.circleofinclusion.org> This is the University of Kansas Circle of Inclusions Project site. This site also has lots of academic learning strategies.

http://www.newhorizons.org/strategies/front_strategies.html On website is information about some of the best researched and the most widely implemented methods of helping all students to learn more successfully. The information includes a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources.

<http://www.clas.uiuc.edu/> This site from the CLAS Institute, University of Illinois at Urbana Champaign, has research-based motor and language skills interventions.

<http://www.free-reading.net> This site is the Free Reading website. Free Reading is a high-quality, open-source free reading intervention program for grades k-3.

<http://www.centeroninstruction.org> This is the website for the Center on Instruction which contains collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers.

<http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>

www.studentprogress.org/progresmon.asp#2

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AFTER SCHOOL TUTORING AND COMPUTER LAB AND LIBRARY ACCESS salaries for teachers and classified staff (including transportation) provides a research supported extended school day for students who principally are English learners and of low socio-economic status. Through tutoring in English Language Arts and math by teachers, students are able to further get assistance and more rapidly close the achievement gap when they are struggling. Through extended time for students to access the library and computer labs, students who do not possess devices and/or internet access, and/or have access to books, they are able to achieve better equity with their English only and higher socio economically advantaged peers. This access and assistance, including transportation home, places unduplicated students in a more advantageous position to close the achievement gap.

AFTER SCHOOL TUTORING/COMPUTER LAB AND LIBRARY ACCESS FOR DISADVANTAGED YOUTH RESEARCH CITES:

1 In addition to this federal initiative—the 21st Century Community Learning Centers—state and local governments have been expanding their investment in after-school initiatives. For example, in school year 1999, New York increased funding for Advantage Schools after-school programs from \$500,000 to \$10 million. Kentucky now spends \$37 million on extended-school services. Maryland’s legislature recently passed an After School Opportunity Fund of \$10 million. Wisconsin provides \$20 million for after-school programs. Bills before the Pennsylvania legislature propose to allocate \$15 million for after-school programs. At the local level, in 1998 the Soros Foundation established The After School Corporation in New York City to increase the number and quality

of after-school programs; as of Winter 2000, over 100 programs were funded. In 1998, Boston's mayor launched his "2:00 to 6:00 Initiative" that now funds after-school programs in 57 schools. Chicago's Lighthouse provides after-school services to 363 elementary schools.

2 While, for simplicity, we refer to these services and activities as after-school programs, they also include before-school programming, summer programs, during-school programs, and weekend and holiday activities. In addition, special educational and recreational programs are run for adults. Several programs also provide a limited array of social services to students, their parents and community members. However, after-school activities are by far the most prevalent type of programming offered.

3 Data used in this report were collected from late 1998 to late 1999, a period covering the first year of operations for most of the programs. The data come from interviews with program staff, activity providers, leaders in the efforts to implement the initiative, local funders and school district personnel; observations of activities for youth; surveys of ESS school coordinators; and early enrollment figures. For a full discussion of the ESS sites' planning and early implementation period, see *Extended-Service Schools: Putting Programming in Place*. Karen Walker, Jean Baldwin Grossman and Rebecca Raley, with Glee Holton and Veronica Fellerath. Philadelphia: Public/Private Ventures and Manpower Demonstration Research Corporation. December 2000 (available on our website at www.ppv.org). The ESS evaluation is scheduled to end in early 2002.

4 See "America's Schoolchildren: Past, Present, and Future." Elise Cappella and Mary Lerner. *The Future of Children: When School is Out*, Vol. 9, No. 2, Fall 1999.

5 Evidence emerging from the evaluation of the San Francisco Beacons Initiative suggests an additional challenge in recruiting participants for school-based programs that are meant to draw from the entire neighborhood, not just the school's students. The level of the host school affects which children will participate. The evaluation is finding that middle schools appear to be the most successful at drawing participants from all age groups—about half

of the children who participate in programs in those locations are middle school students, with the other half being equally distributed between elementary and high school students. (Report to be published in 2001. Karen Walker and Amy Arbretton, Public/Private Ventures.)

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SCHOLARSHIPS FOR AP EXAMS FOR LOW INCOME STUDENTS are principally directed toward low socio-economic status students who are enrolled in AP classes, but cannot afford the cost of taking the AP exams. This is effective in meeting district goals as more students are now taking the AP exams and therefore the district rate is increasing.

RESEARCH CITES FOR AP EXAM PARTICIPATION:

Burnham, P. S., & Hewitt, B. A. (1971). Advanced Placement scores: Their predictive validity. *Educational and Psychological Measurement*, 31, 939–45.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Dodd, B. G., Fitzpatrick, S. J., De Ayala, R. J., & Jennings, J. A. (2002). An investigation of the validity of AP grades of 3 and a comparison of AP and non-AP student groups. (College Board Research Report No. 2002-9). New York: The College Board

Dougherty, C., Mellor, L., & Jian, S. (2006). The relationship between Advanced Placement and college graduation (2005 AP Series, Report 1). Austin, TX: The National Center for Accountability.

Ewing, M. (2006). The AP Program and student outcomes: A summary of research (College Board Research Note RN-29). New York: The College Board.

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.

Geiser, S., & Santelices, V. (2004). The role of Advanced Placement and honors courses in college admissions.

- Berkeley, CA: University of California: Berkeley. Center for Studies in Higher Education. Retrieved December 12, 2008, from <http://cshe.berkeley.edu/publications/docs/ROP.Geiser.4.04.pdf>.
- Haddock, C. K., Rindskopf, D., & Shadish, W. R. (1998). Using odds ratios as effect sizes for meta-analysis of dichotomous data: A primer on methods and issues. *Psychological Methods*, 3, 339–53.
- Hargrove, L., Godin, D., & Dodd, B. (2008). College outcomes comparisons by AP and non-AP high school experiences (College Board Research Report No. 2008-03). New York: The College Board.
- Keng, L., & Dodd, B. G. (2008). A comparison of college performances of AP and non-AP student groups in 10 subject areas (College Board Research Report No. 2008-7). New York: The College Board.
- Kobrin, J. L., Patterson, B. F., Shaw, E. J., Mattern, K. D., & Barbuti, S. M. (2008). Validity of the SAT Reasoning Test for predicting first-year college grade point average (College Board Research Report No. 2008-05). New York: The College Board.
- Morgan, R., & Crone, C. (1993) Advanced Placement examinees at the University of California: An investigation of the freshman-year courses and grades of examinees in biology, calculus AB, and chemistry (ETS Statistical Report 93-210). Princeton, NJ: Educational Testing Service.
- Morgan, R., & Ramist, L. (1998). Advanced Placement students in college: An investigation of course grades at 21 colleges (ETS Statistical Report No. 98-13). Princeton, NJ: Educational Testing Service.
- Willingham, W. W., & Morris, M. (1986). Four years later: A longitudinal study of Advanced Placement students in college (College Board Research Report No. 86-2). New York: The College Board.
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AVID LICENSE RENEWAL/TRAINING/SUBSCRIPTION FEES AND SALARIES FOR AVID TEACHERS principally is directed toward unduplicated count students who benefit tremendously from participation in the AVID program by gaining assistance with study skills, organization, college applications, visitations and admission, etc. The AVID program is extremely effective in helping students meet district goals by giving them the support and skills they need to increase their academic achievement and be college/career ready at the end of their high school careers. UC/CSU completion rates are increasing as a result of this program being implemented.

AN ANNOTATED BIBLIOGRAPHY OF RECOMMENDED RESEARCH READINGS IN SUPPORT OF AVID:

The purpose of this annotated bibliography is to provide suggested readings, tools, and background information to aid the AVID family in the creation and maintenance of a strong learning community focused on college and career readiness and student development.

TABLE OF CONTENTS

DEVELOPMENT OF THE AVID COLLEGE READINESS SYSTEM (ACRS)

LEADERSHIP AND SYSTEMS TRANSFORMATION

INSTRUCTION

CULTURE AND EQUITY

STUDENT DEVELOPMENT

COLLEGE AND CAREER READINESS

RIGOROUS OPPORTUNITIES

21ST CENTURY SKILLS

DEVELOPMENT OF THE AVID COLLEGE READINESS SYSTEM (ACRS)

- Evidence of the Need for AVID – Research Base (1992)

This document is a compendium of research, which supports AVID's essentialness in schools and can be read in its entirety by double-clicking the Microsoft Word icon.

- Hugh Mehan, Irene Villanueva, Lea Hubbard, and Angela Lintz—Constructing School Success: The Consequences of Placing Low Achieving Students in High Track Classes (1996)

Constructing School Success was the first major book written with AVID entirely at the forefront. For an incredibly in-depth dialogue from one of the writers, view Rob Gira's ACCESS Fall 1995 interview piece, "Dr. Hugh Mehan: Research and the AVID Classroom." In addition to the interview, the article contains the bibliographic information for other AVID research articles written by Mehan and his colleagues, as well as a listing of the key research discoveries from the book. Gira's AVID blog entry from May 13, 2011, "AVID: Still Proving Ourselves After 31 Years – A Response to the Education Week Article," also provides supportive data gathered by the authors during the research phase for the book. Double-clicking on the Microsoft PowerPoint icon directly below will take you to a detailed presentation, containing the book's abstract and comprehensive findings.

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- Bob Ross—AVID: 25 Years, 25 Stories (2005)

This book, which was released to celebrate AVID's first 25 years, highlights 25 inspirational stories from those who greatly benefitted from, and were positively affected by, AVID. In "Education's Love Affair with AVID," Voice of San Diego applauds the early efforts of Mary Catherine Swanson and highlights the achievements of one of the first AVID graduates, and the book's illustrator, Máximo Escobedo.

- Jonathan Freedman—Wall of Fame: One Teacher, One Class, and the Power to Save Schools and Transform Lives (2000)

Wall of Fame provides a comprehensive overview of AVID's development, from the early years under Mary Catherine Swanson's watchful eye and continuing all the way up to AVID's expansion into the new millennium, at the beginning of which this book was published. In his January 4, 2011 AVID blog post, "New Year's Resolution: Cause Good Trouble," Rob Gira references Wall of Fame and AVID's ability, as described within the book, to cause 'good and necessary trouble' through continual innovative efforts.

- Dennis Johnston, Phillip Nickel, Jeff Popp, and Michele Marcus—Validation of the AVID Certification Self Study (CSS): A Measure of AVID Secondary Program Implementation Fidelity (2012)

The abstract for the research piece follows: As AVID grew from one classroom to more than 4,000 schools in 47 states and 16 countries, it became apparent that a process for ensuring program quality and implementation fidelity was needed. The 11 Essentials and Certification Self-Study (CSS) were developed to assist AVID schools in the implementation of AVID and provide the AVID Center with information necessary to monitor the quality, consistency, and implementation fidelity of AVID programs around the world. The purpose of this study is to evaluate the psychometric properties and validity of the CSS – an instrument designed to measure the implementation fidelity of the AVID secondary (grades six through twelve) college readiness system. Data from 2,655 sites were obtained using the CSS during the 2008-09 academic year. Results indicated that each of the scales measuring the 11 Essentials met sufficient levels of internal consistency with the exception of the middle school rigor scale. The overall reliability findings allowed further investigation regarding the validity of the CSS. It was hypothesized that AVID sites with higher levels of implementation fidelity would demonstrate significantly higher student achievement consistent with the theoretical underpinnings of the CSS. Results indicated that schools implementing AVID at the highest levels of fidelity evidenced significantly higher student achievement across all academic and course enrollment outcomes. Recommendations for future research and possible changes to the current CSS are provided.

LEADERSHIP AND SYSTEMS TRANSFORMATION

- Gene Hall—Levels of Use of the Innovation (1975)

The Essentials continuum is adapted from Dr. Gene Hall's Levels of Use of the Innovation, whereby:

- o Level 0 "Not AVID" refers to the absence of the essential components, or implementation is at a level not meeting minimum certification requirements.
- o Level 1 "Meets Certification Standards" refers to the one- to three-year time period required to implement the essential components of an innovative program.

o Level 2 “Routine Use” refers to the two- to four-year time period required to implement an innovative program long enough, whereby its essentials are replicated enough to become routine.

o Level 3 “Institutionalized” refers to the three- to five-year time period required before a school can thoroughly implement the Essentials with accurate fidelity to the model. “Institutionalized” is defined as “the integration of program-related change into the school or school system as a standard characteristic feature of school or district operations.”

- Michael Fullan—Motion Leadership: The Skinny on Becoming Change Savvy (2009)

This work builds on Fullan’s *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive* from 2008. A short book, it boils down the essence of change, with high-yield factors. There are two key goals for the book—1) Examine how to achieve speed and quality of change; 2) Detail how to best achieve large-scale or whole-system reform. In “The Principal Learner: An Interview with Michael Fullan,” the author discusses his latest work, while also tying in connections to his previous book mentioned above. Additionally, “Michael Fullan,” the author’s personal website, offers a wealth of resources and articles for further reading.

- Simon Sinek—Start with Why: How Great Leaders Inspire Everyone To Take Action (2009)

In his book, *Start with Why*, Simon Sinek explores the importance of having a WHY; a video on this same topic can be found on TED.com (“Simon Sinek: How Great Leaders Inspire Action”). Through stories about large companies and organizations, such as Apple, Microsoft, Wal-Mart, and Starbucks, Sinek asserts that great leaders inspire people to think, act, and communicate not based on WHAT they do or HOW they do it, but rather, WHY they do it. Sinek challenges traditional notions of success and competition, as he explores the role that trust, passion, charisma, and loyalty play in sustaining and growing organizations that seek to change the world.

- Stephen Covey—The Speed of Trust: The One Thing That Changes Everything (2008)

Ideally, read the entire book, but as necessary, find online summaries of the 13 behaviors and core competencies which build self-trust, team trust, and organizational trust. Covey’s work is useful for understanding how to build trust in the AVID Elective class and with the AVID site team. An excerpt from *The Speed of Trust*, which can be especially beneficial reading, is “The Four Cores of Credibility.” Through the book’s website, *The Speed of Trust*, numerous items, including trust measurements, training and consulting information, and additional news and media resources, are readily available.

- Jim Collins—Good to Great and the Social Sectors: A Monograph to Accompany Good to Great (2005)

This short pamphlet is recommended over the much longer book from 2001, *Good to Great: Why Some Companies Make the Leap...and Others Don’t*, which is much more focused on successful for-profit companies. Within this condensed work, Collins describes how nonprofits develop compelling missions and relentlessly pursue excellence, and he is especially good at describing the makeup of effective leaders and their empowerment of others. It is not necessary to read the entire book, but key portions could be done as a jigsaw by site teams. In “Interview with Jim Collins,” Collins discusses his motivations behind writing the book with *Bridgespan*, and he also divulges what the reader can expect from the content within it. For additional materials, Collins’ personal website, “Jim Collins,” offers related articles to his work, various diagnostic tools, recommended readings, and video and audio points of discussion.

- Other resources on leadership and systems transformation:

* Barry Johnson—Polarity Management: Identifying and Managing Unsolvable Problems (1996)

* Robert Evans—The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation (2001)

- * Roger Soder—The Language of Leadership (2001)
- * William Ury—The Power of a Positive No: How to Say No and Still Get to Yes (2007)
- * Stephen Young—Micromessaging: Why Great Leadership is Beyond Words (2006)

INSTRUCTION

- Robert Marzano, Debra Pickering, and Jane Pollock—Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)

In this book, the authors offer nine categories of instructional strategies that produce a “high probability of enhancing student achievement for all students in all subject areas at all grade levels.” These strategies are based on a meta-analysis and range from identifying similarities and differences, to summarizing and note-taking, and further to questions and cues. This work is covered in AVID District Leadership (ADL) 2.

Additionally, Marzano’s 1998 work, "A Theory-Based Meta-Analysis of Research on Instruction," offers a look into important research strategies.

- Robyn Jackson—Never Work Harder Than Your Students and Other Principles of Great Teaching (2009)

In her book, Jackson offers seven principles that are indicative of effective instruction. She offers these principles with the hope that individuals choosing to subscribe to them will be on the path to becoming master teachers. For a quick look into Jackson’s work, see Rob Gira’s AVID blog post from September 27, 2011, "A Sneak Peek: Never Work Harder Than Your Students, an Interview with Dr. Robyn Jackson." The complete interview that Gira conducted with Jackson, "It's All About the Work: An Interview with Dr. Robyn Jackson," initially ran in ACCESS Fall 2011 (page 4) and provides an in-depth look at her work, while offering links between her own endeavors and the AVID culture. A complete list of the seven principles, as well as a link to Jackson’s blog, can be found through her organization’s website, Mindsteps™ Inc.

- Ron Ritchhart—Intellectual Character: What It Is, Why It Matters, and How to Get It (2004)

In *Intellectual Character*, Ritchhart challenges the notion that intelligence is based primarily upon abilities, and rather, asserts that our patterns of performance and dispositions play the greatest role in shaping our intelligence. As a result, Ritchhart implores teachers to view learning as a process, and not as a means-to-an-end; to dedicate the necessary amount of time to the questions that are asked within the classroom, and the ways in which they are addressed, as you would to the answers themselves. Observation, analysis, and problem solving should drive learning and intellectual stimulation in the classroom, rather than a droning memorization of facts. A condensed window into Ritchhart’s views on intellectual character can be found in his thought paper, "Of Dispositions, Attitudes, and Habits: Exploring How Emotions Shape Our Thinking." Additionally, the author’s personal website, "Ron Ritchhart," offers a host of learning tools and items for further inquiry, including his research articles and recent presentations in PDF format, related video blogs, and links to book reviews assessing *Intellectual Character*.

- Dr. Harriet Howell Custer—Inquiry-Based Teaching

In this white paper, which Dr. Custer prepared for AVID, the ‘I’ in WICOR is illuminated. Relevant research from the field and the importance of grounding work in rigor are expounded upon, with direct ties made to the AVID classroom.

- Common Core

A recently revised set of performance standards for the 6th to 12th grades showcases the alignment between the Common Core State Standards and AVID. Learning Forward offers a wealth of resources surrounding implementation of the Common Core. Also, information regarding the Common Core State Standards initiative.

- Other resources on instruction:

- * Jeff Zwiers—Building Academic Language: Essential Practices for Content Classrooms (2008)

- * David Johnson and Roger Johnson—Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning (1999)

- * Bobbi DePorter, Mark Reardon, and Sarah Singer-Nourie—Quantum Teaching: Orchestrating Student Success (1998)

CULTURE AND EQUITY

- Jonathan Kozol—The Shame of the Nation: The Restoration of Apartheid Schooling in America (2005)

Kozol describes two severely troubling trends that are damaging both the children and the schools of our nation—1) Schools are becoming more segregated, returning to levels not seen since the 1960s; 2) No Child Left Behind (NCLB) is forcing many schools to practice a narrowly-defined, mechanized approach to teaching and learning that is harmful to children. An interview with Kozol, entitled "Jonathan Kozol Takes on the World," details his thought process behind writing the book. For multimedia-friendly supplemental viewing, "Jonathan Kozol: The Restoration of Apartheid Schooling in America" contains an hour-long video discussion with Kozol concerning the content of his book.

- Ruby Payne—A Framework for Understanding Poverty (2005)

Payne's work focuses on the challenges for families and children of poverty within our systems, why they are fearful, and the stereotypes that prevail. An easy way into her work is through reading "An Interview with Ruby Payne: About Teaching Students from Poverty in 2006" from Education News, in which she focuses on gifted children of poverty. This work is especially relevant to AVID.

- Pedro Noguera—The Trouble With Black Boys: ...And Other Reflections on Race, Equity, and the Future of Public Education (2009)

Noguera has written numerous books on equity, poverty, and urban environments. This work describes how the system lets down Black boys and also fails urban families. A quick and easy introduction can be accessed through the blog mentioned in the Ford and Whiting section above. Additionally, Rob Gira's AVID blog entry from October 14, 2010, "Are the Boys Really in a College Ready Crisis?" is good supplemental reading. Gira also conducted an interview with Pedro, "An Interview with Pedro Noguera: Examining AVID's Place in Leveling the Urban Playing Field," in ACCESS Spring 2004. Finally, Pedro wrote a piece in ACCESS Spring 2007, which was entitled "School Reform and Second Generation Discrimination: Toward the Development of Equitable Schools."

- Linda Darling-Hammond—The Flat World and Education: How America's Commitment to Equity Will Determine Our Future (2010)

Darling-Hammond looks at the current state of equity and poverty in the U.S., as well as poor international comparisons. She argues for systemic reform, investment in quality teaching, and a focus on rigorous opportunities for all students. She also compares the U.S. (unfavorably) to other nations which have moved more quickly to adapt their systems. You can read more by Darling-Hammond in her article from *The Nation*, "Restoring Our Schools."

- Donna Ford and Gilman Whiting—*Developing a Scholar Identity: Let's See More Boys of Color* (2010)

Ford and Whiting, professors at Vanderbilt University, are especially concerned about boys of color and their academic identity. For quick results, visit this AVID blog post written by Rob Gira on October 28, 2010, "Developing a Scholar Identity: Let's See More Boys of Color." This entry refers to, and has hyperlinks to, additional works by, Ford, Whiting, Pedro Noguera, and many others. Ford and Whiting can also be found on YouTube ("Scholar Identity Institute"). Finally, Gira's piece in *ACCESS* Fall 2007, "An Interview with Donna Ford," serves as a valuable source of information detailing Ford and Whiting's efforts.

- Other resources on culture and equity:

* James Moore III and Chance Lewis—*African American Students in Urban Schools: Critical Issues and Solutions for Achievement* (2012)

* Alfred Tatum—*Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* (2005)

* Beverly Daniel Tatum—*"Why Are All The Black Kids Sitting Together in the Cafeteria?" and Other Conversations About Race* (2003)

STUDENT DEVELOPMENT

- William Glasser—*Choice Theory: A New Psychology of Personal Freedom* (1998)

The work sheds light upon Glasser's Choice Theory, or Control Theory, which posits that all we do is behave, in a manner that is almost always chosen, and we do so acting upon five basic needs. Four of those five needs are psychological in nature, and all have applicability to the AVID classroom dynamic and the often-cited "AVID Family": 1) love and belonging; 2) power; 3) freedom; and 4) fun. Glasser's efforts were influential in shaping Mary Catherine Swanson's early work on AVID's research base, and Glasser has been complimentary of AVID in the past, as in "SKEP Classrooms Where Student Responsibility and Contracting Are Promoted," where he applauds AVID's ability to encourage kids to become responsible members in a two-way educational agreement. For an up-close look at Glasser's work, "The William Glasser Institute" provides a comprehensive background on the author and his endeavors.

- Carol Dweck—*Mindset: The New Psychology of Success* (2007)

Dweck's research and writing in this piece examine the way we approach the world, with either a "growth mindset" or a "fixed mindset." She argues that students can, and should, be taught that effort can lead to positive changes and success. For a couple of quick entries into her work, see the Mindset website, *Mindset: A Book Written by Carol Dweck*, and also the *ACCESS* Fall 2009 article (page 12) by Rob Gira, "Can Effort Create Success?" In the article, the works of Daniel Willingham, Malcolm Gladwell, and Lauren Resnick are all referred to in a discussion about creating an 'effort-based culture.'

- John Medina—*Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School* (2009)

Medina is a developmental molecular biologist with a good sense of humor and an ability to explain how the brain functions and develops. Part of his discussion examines education and brain development, and he has insights for parents and teachers. The best way into Medina's work is through his website, "Brain Rules: Brain Development for Parents, Teachers, and Business Leaders."

- Roberta Espinoza — Pivotal Moments: How Educators Can Put All Students on the Path to College (2011)

In her work, Dr. Espinoza highlights the importance of continual encouragement, mentoring, and opportune intervention by influential adults in the lives of students. In a blog for the Harvard Education Publishing Group, "The Power of Pivotal Moments," Espinoza succinctly describes the focus of her work and the reasons for undertaking such an endeavor. Additionally, in an article in the Spring 2012 issue of ACCESS (page 6), "Pivotal Moments Open the Doors to Opportunity: An Interview with Dr. Roberta Espinoza," Rob Gira obtained valuable insights from Dr. Espinoza's work, including an elaboration of her three components of educational pivotal moments, the interrelation between her work and AVID's mission, and exactly when and where these pivotal moments are most likely to occur.

- Other resources on student development:

* Daniel Pink—Drive: The Surprising Truth About What Motivates Us (2009)

* John Bransford, Ann Brown, and Rodney Cocking—How People Learn: Brain, Mind, Experience, and School (2000)

* For further materials, review the blog entries below from AVID's blog, "Adventures in College & Career Readiness," listed by title. All of the blog posts have hyperlinks to numerous studies on cognition, resiliency, and student development.

* Recommended start: "Cognition, College Readiness, Adolescence: Creating a Brain Healthy Environment" (By Rob Gira from January 10, 2011)

* "Brain Week: AVID Tutorials and the Brain" (By William Madigan and Dr. Jacquelyn Gamino from January 13, 2011)

* "Resilience, the Brain, and Emotion" (By Rob Gira from September 20, 2010)

* "Second in the Brain Week Series: Developing Brains and AVID" (By William Madigan and Dr. Jacquelyn Gamino from January 12, 2011)

* "The Brain and the AVID Teacher: The Key To It All" (By William Madigan and Dr. Jacquelyn Gamino from January 14, 2011)

* "Why Do I Have To Take Notes? The Brain-Note Connection" (By Tim Bugno from January 19, 2011)

COLLEGE AND CAREER READINESS

- Clifford Adelman—Answers in the Toolbox: Academic Integrity, Attendance Patterns, and Bachelor's Degree Attainment (1999) and The Toolbox Revisited: Paths to Degree Completion From High School Through College (2006)

Adelman's Answers in the Toolbox is probably the most definitive transcript study ever conducted on U.S. high school graduates. Adelman looks at the importance of a student having an "opportunity to learn," taking rigorous courses. After looking at 12,000 transcripts, Adelman draws conclusions and creates a "data essay" from the research. For a quick entry into his work, view his abstract of "The Toolbox Revisited: Paths to Degree Completion from High School through College." Further reading can also be found in this Rob Gira article, "Dr. Clifford Adelman: Some Answers Regarding College Completion," from ACCESS Winter/Spring 2001. Finally, web-based versions of the two publications are available for viewing: Answers in the Toolbox and The Toolbox Revisited.

- Tony Wagner—The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – And What We Can Do About It (2008)

A faculty member in the Harvard Graduate School of Education, Wagner interviewed hundreds of CEOs, to discover the qualities that they look for in an employee. Based on what he learned, he proposes seven "survival skills" that our students must learn. These include critical thinking and problem solving, agility and adaptability, and curiosity and imagination, among others. Wagner presents case studies of schools where the seven skills are evidenced. In the following

interview with Education News, "An Interview with Tony Wagner: The New Survival Skills," Wagner discusses his motivations behind writing the book and touches briefly upon the skills discussed within it. Finally, a slide listing the seven survival skills can be accessed by double-clicking on the Microsoft PowerPoint icon directly below.

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- David Conley—College and Career Ready: Helping All Students Succeed Beyond High School (2010)

This book is one of the definitive works in the field. Conley lays out four dimensions that must be addressed if students are to become college and career ready. He provides many research citations and case studies. He also illustrates the gap between K-12 and postsecondary systems and argues that the gap must be closed if we are to be successful in preparing all students for success. Here is a 2010 abstract of this work, "College and Career Ready: Helping All Students Succeed Beyond High School," and also a 2005 abstract from a related Conley piece, "College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready." Site teams could begin their entry into Conley's book by reading the introduction and the afterword, which contrast Conley's experience as a first-generation college student, with a student who had more support. Additionally, Rob Gira sat down with Conley for an interview that appeared in ACCESS Fall 2010, "Providing a Blueprint for College and Career Readiness: An Interview with Dr. David Conley." As a final piece of supplemental material, the presentation below details Conley's four keys to college and career readiness.

- Other resources on college and career readiness:

* Cathy Davidson—Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn (2011)

RIGOROUS OPPORTUNITIES

- Jay Mathews—Class Struggle: What's Wrong (and Right) with America's Best Public High Schools (1999)

Mathews is a relentless advocate for students to experience challenges such as AP, IB®, and dual enrollment. He has written many books, including a biography of Jaime Escalante, the famous AP calculus teacher. Class Struggle provides an examination of the barriers that schools create to sort and select students out of AP—even wealthy and well-prepared students. Mathews' blog for The Washington Post is also titled "Class Struggle," and it's worth reading regularly. For a quick introduction to Mathews, two interviews conducted by Rob Gira are available. The first, "Jay Mathews: Continuing the Class Struggle for Access to Rigorous Courses," is available in ACCESS Winter 2002, and the second, "Jay Mathews: Insight into Education's Class Struggles – The ACCESS Interview," can be found in ACCESS Fall/Winter 1998. As a final note, Mathews' familiarity with, and knowledge of, AVID will be further expounded in an upcoming book focusing upon the past decade of AVID's work. Mathews is preparing to undertake vast research efforts and interview countless individuals about AVID-related stories and data, with the book having a release date of 2014.

- Philip Sadler, Gerhard Sonnert, Robert Tai, and Kristin Klopfenstein—AP: A Critical Examination of the Advanced Placement Program (2010)

This work is a compilation of research essays on the topic of Advanced Placement®. It is a challenging read at times and possesses some difficult questions about the return on investment associated with AP. It is truly one of the definitive research efforts on AP. For an easier way into the topic, find short articles by Klopfenstein online, or read Rob Gira's AVID blog entry, "Advanced Placement®: Some Research Reflections – An Interview with Dr. Kristin Klopfenstein," from March 25, 2011.

- Trevor Packer—AP Resources

In an article from ACCESS Spring 2011, "Equity and Quality in AP®: College Board Makes the Right Moves to Improve Advanced Placement® Quality and Equity," Rob Gira first discusses the positive steps that the College Board has already taken regarding AP and how those steps correlate to AVID's efforts, and then synthesizes the ideas that Packer conveyed regarding Advanced Placement, while participating in a panel at AVID's 2010 National Conference. In his remarks, Packer gets to the heart of AP, as he discusses how the AP program provides students with long-term benefits in rigor, college preparedness, and college success, as well as reviewing exactly how far equity in Advanced Placement and International Baccalaureate has come over the past decade. Chris Drew's article in The New York Times, "Rethinking Advanced Placement," was an impetus for Gira's further exploration, as Packer, as well as other AP experts, weigh in on what the future holds for Advanced Placement in schools.

- Other resources on rigorous opportunities:

* Lauren Ramers—"Rigorous Opportunities For All" (ACCESS, Winter 2010, page 8)

* For further materials, review the blog entries below from AVID's blog, "Adventures in College & Career Readiness," listed by title. All of the blog posts have hyperlinks to numerous articles on AP.

* "AP Access and Democracy: A History Teacher's Point of View" (By Tom Swanson from March 16, 2011)

* AVID: Still Proving Ourselves After 31 Years – A Response to the Education Week Article" (By Rob Gira from May 13, 2011)

* "College Board Makes the Right Moves to Improve Advanced Placement Quality and Equity" (By Rob Gira from March 4, 2011)

* "STEMming the Gap: Helping an Engineer Find His Wings" (By Rob Gira from November 11, 2010)

* "What Do You Teach?" (By Stacie Valdez from March 11, 2011)

21st Century Skills

- P21.org—Partnership for 21st Century Skills

As explained in the introduction to their organization, "The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student. As the United States continues to compete in a global economy that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation). While leading districts and schools are already doing this, P21 advocates for local, state and federal policies that support this approach for every school. Learn more about the Partnership and the Framework for 21st Century Learning." Many of the skills endorsed by the Partnership for 21st Century Skills are already embedded within AVID, and many are being woven into the fabric of AVID classrooms around the nation.

- Brian Kick and Christopher Scott—"AVID: At the Forefront of 21st Century Skills" (2010)

This article first appeared in the Winter 2010 edition of ACCESS, and it examines a teacher's role in preparing students for a future that, due to the ever-changing technological landscape in which we currently find ourselves, is relatively unknown. Students' outcomes in the 21st century, such as learning and innovation skills, information/media/technology skills, and life and career skills, are all explored. Additionally, the embedding of information, communication, and technology skills into WICOR is expounded upon, to demonstrate the importance of 21st century skills in AVID classrooms.

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COUNSELING SALARY FOR .5 LICENSED MFT- disadvantaged (unduplicated) students' social/emotional needs are being better met with counseling being provided at school. When students' social/emotional issues are being addressed, they can better attend to their academic program, thereby increasing their well-being and overall achievement, which is effective in meeting district goals for these students.

EVIDENCE-BASED PRACTICE RESOURCES FOR SCHOOL COUNSELORS:

Created by Dr. Carey Dimmitt for the Evidence-Based School Counseling Conference

See the Ronald H. Fredrikson Center for School Counseling Outcome Research and Evaluation website for additional resources:

<http://www.umass.edu/schoolcounseling/resources-for-counselors.php>

School Counseling Outcome Research:

American School Counseling Association www.schoolcounselor.org

American Counseling Association: www.counseling.org/

Education Trust: <http://www.edtrust.org/>

Center for School Counseling Outcome Research and Evaluation: www.cscor.org

Evidence-Based Practices

What Works Clearinghouse (US Dept. of Education): <http://ies.ed.gov/ncee/wwc/>

Collaborative for Academic, Social, and Emotional Learning (CASEL): <http://www.casel.org/>

This page in CASEL lists all of the social emotional curriculum programs they have determined to be evidence-based (wide range of ages, prices, scope and sequence), <http://www.casel.org/programs/selecting.php>

Academic Achievement

Caring School Community Program, <http://www.devstu.org/caring-school-community>

Council for Exceptional Children, www.cec.sped.org, 703-620-3660

The National Association for Gifted Children, www.nagc.org, 202-785-4268

Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions & Supports, www.pbis.org/

Positive Action Program, www.positiveaction.net

Student Success Skills Program, www.studentsuccessskills.com

What Works Clearinghouse Practice Guide on Dropout Prevention, <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9>

Bullying Prevention

Olweus Bullying Prevention Program (K-8), www.olweus.com; www.olweus.org/public/index.page

PeaceBuilders (K-6), www.peacebuilders.com

Resolving Conflicts Creatively Program (K-6), www.ncrel.org

Second Step Violence Prevention Program (PreK-8), www.cfchildren.org/programs/ssp/overview

Steps to Respect Bullying Prevention Program (Grades 3-6), www.cfchildren.org/programs/str/overview/

Too Good for Violence Program, www.mendezfoundation.org/too_good.php

Educational Best Practices

What Works Clearinghouse (US Dept. of Education): <http://ies.ed.gov/ncee/wwc/>

Collaborative for Academic, Social, and Emotional Learning (CASEL): <http://www.casel.org/>

North Central Regional Educational Laboratory (NCREL): www.ncrel.org/

Center for Comprehensive School Reform and Improvement (CCSRI): Info on professional learning communities, data-driven decision-making, <http://www.centerforcsri.org/>

Southern Regional Educational Board (SREB), <http://www.sreb.org/Programs/HSTW/HSTWIndex.asp>

Northeast Foundation for Children developed Responsive Classroom: <http://www.responsiveclassroom.org/>

Southwest Educational Development Laboratory (SEDL): www.sedl.org

Turning Points: <http://www.turningpts.org/>

Teaching for Understanding (Developed by Project Zero at Harvard University School of Education): <http://www.pz.harvard.edu/Research/TfU.htm>

Career Development and Planning

ACT Career Planning Resources, www.actstudent.org/wwm/index.html

Career Infonet, www.careerinfonet.org/explore/View.aspx?pageID=2

The College Board, www.collegeboard.com

National Association for College Admission Counseling, <http://www.nacacnet.org/Pages/default.aspx>

Occupational Information Network [O*NET], www.online.onetcenter.org

The Real Game (K-12), www.realgame.com/usa.html

Managing Conflict/Preventing Violence

Aggression Replacement Training, www.uscart.org

Association for Conflict Resolution, www.acrnet.org

National Center for Mental Health Promotion and Youth Violence Prevention

www.promoteprevent.org/publications/ebi-factsheets

Peace Education Foundation Materials, www.store.peaceeducation.org

Peace Works Curricula, www.store.peaceeducation.org/peermediation.aspx

Peers Making Peace, www.paxunited.org

Promoting Alternative Thinking Strategies Program (PATHS),

www.channing-bete.com/prevention-programs/paths/paths.html

Resolving Conflict Creatively Program,

www.esnational.org/professional-services/elementary-school/prevention/resolving-conflict-creatively-program-rccp/

School Mediation Associates, www.schoolmediation.com

Parent Resources

Multisystemic Therapy Program, www.mstservices.com

Parent Management Training, www.oup.com/us/companion.websites/0195154290/?view=usa

Parenting Wisely Program, www.parentingwisely.com
 PREP: Prevention and Relationship Enhancement Program, www.prepinc.com
 The Incredible Years: Parents and Children Training Program, www.incredibleyears.com
 The Nurturing Parent Program, www.nurturingparenting.com
 The Strengthening Families Program, www.strengtheningfamiliesprogram.org

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PRIMARY INTERVENTION PROGRAM (PIP) AIDES IN GRADES TK-3 ARE assisting students (principally unduplicated count students) who for various reasons need assistance with transitioning successfully to school. By providing 1:1 time with a trained aide who can attend to the social-emotional needs of identified students on a weekly basis, these students are better able to access their academic program because their social-emotional and school adjustment needs are being met. This, in turn assists the district with meeting its goals for students as the achievement gap is being closed and students are achieving at higher levels.

PRIMARY INTERVENTION PROGRAM REFERENCES:

Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? *Early Childhood Education Journal*, 39, 397–405.

Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of an elementary school intervention on students’ “connectedness” to school and social adjustment during middle school. *Journal of Primary Prevention*, 24, 243–262.

Bierman, K. L., Coie, J. D., Dodge, K. A., Greenberg, M. T., Lochman, J. E., McMahon, R. J., & Pinderhughes, E. (2010). The effects of a multiyear universal social-emotional learning program: The role of student and school characteristics. *Journal of Consulting and Clinical Psychology*, 78, 156–168.

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SPANISH SPEAKING PARENT ACCESS AND INVOLVEMENT VIA BILINGUAL COMMUNITY LIAISON SALARIES, COMPUTER LAB ACCESS DURING THE LCAP SURVEY WINDOW, PRESENTERS AT PARENT EDUCATION NIGHTS, ORAL INTERPRETATION AT PARENT EDUCATION NIGHTS AND DELAC MEETINGS, AND CHILDCARE AND REFRESHMENTS AT PARENT EDUCATION NIGHTS AND DELAC MEETINGS all contribute to bridging the communication gap between Spanish speaking parents and English speaking staff, as well as educating parents and encouraging and inviting their involvement and participation in the education of their children. These actions and services all effectively contribute to the district’s goal of building effective and relevant family partnerships to increase student achievement and engagement in school.

PARENT ACCESS AND INVOLVEMENT IN CHILDREN'S EDUCATION RESEARCH CITES:

Access Quality Education: School Funding Litigation. Website follows school funding litigation in all 50 states.

Arguea, Nestor M. and Conroy, Stephen J. “The Effect of Parental Involvement in Parent Teacher Groups on Student Achievement.” University of West Florida, Aug. 22, 2003.

Auerbach, Susan. “Walking the Walk: Portraits in Leadership for Family Engagement in Urban Schools.” *The School Community Journal*, Vol. 19, No. 1, pp. 9–31, 2009.

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- Center for Mental Health in Schools at UCLA. "Youth Risk Taking Behavior: The Role of Schools," June 2007.
- Cruz, Oscar E. "Local Funding Formula and Parent Engagement." *Families in Schools*, September 2013.
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- Dearing, Eric, Kreider, Holly, Simpkins, Sandra and Weiss, Heather B. "Family involvement in school and low-income children's literacy: Longitudinal associations between and within families." *Journal of Educational Psychology*, Vol. 98 (4), pp. 653–664, November 2006.
- Dearing, Eric, McCartney, Kathleen, Weiss, Heather B., Krieder, Holly and Simpkins, Sandra. "School Transition Study." Harvard Family Research Project, 2004.
- Dufur, Mikaela J., Parcel, Toby L. and Troutman, Kelly P. "Does capital at home matter more than capital at school? Social capital effect on academic achievement." *Research in Social Stratification Mobility*, Vol. 31, pp. 1–22, March 2013.
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- El Nokali, Nermeen E., Bachman, Heather J. and Votruba-Drzal, Elizabeth. "Parent Involvement and Children's Academic and Social Development in Elementary School." *Child Development*, Vol. 81, Issue 3, pages 988–1005, May/June 2010.
- Elementary & Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) Title I: Improving the Academic Achievement of the Disadvantaged (Sec. 1001).
- Epstein, Joyce L. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press, 2010.
- Epstein, Joyce L., Sanders, Marvis G., Simon, Beth S., Salinas, Karen C., Jansorn, N.R. and Voorhis, F.L. Excerpted from *School, Family, and Community Partnerships: Your Handbook for Action* (2nd edition). Corwin, Thousand Oaks, CA, 2002.
- Epstein, Joyce L. and Sheldon, Steven B. "Moving Forward: Ideas for Research on School, Family, and Community Partnerships." Center on School, Family and Community Partnership National Network of Partnership Schools, Johns Hopkins University, 2006.
- Hanushek, Eric. "Performance-Based Funding." *Defining Ideas*, June 9, 2009.
- Heckman, James J. "Lifelines for Poor Children." *The New York Times*, Sept. 14, 2013.
- Henderson, Anne T. and Mapp, Karen L. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools (SEDL), 2002 research review.
- Horvatin, Lindsay J. "Perceived Barriers to Parental Involvement in Schools." Research paper, The Graduate School, University of Wisconsin-Stout, December 2011.
- Innerebner, Alison M. "Characteristics of Effective Parental Involvement in Middle Level Education and Recommendations for Increasing Parental Involvement." Research paper, Northern Michigan University, July 20, 2010.
- Legislative Analyst's Office. "An Overview of the Local Control Funding Formula."
- Lopez, Elena. "Transforming Schools Through Community Organizing: A Research Review," December 2003, Harvard Family Research Project.
- Mapp, Karen L. "Title I and Parent Involvement: Lessons from the Past, Recommendations for the Future." Center for American Progress: American Enterprise Institute for Public Policy Research, March 2012.
- McGuinn, Patrick and Kelly, Andrew P. "Parent Power: Grass-Roots Activism and K-12 Education Reform." American Enterprise Institute project, July 2012.
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- Riverside County Office of Education, Division of Educational Services, Parent Engagement Leadership Initiative (PELI). "Administrator's Academy: Shaping the Future through Partnerships."

Rogers, Maria A., Theule, Jennifer, Ryan, Bruce A., Adams, Gerald R. and Keating, Leo. "Parental Involvement and Children's School Achievement: Evidence for Mediating Processes." *Canadian Journal of School Psychology*, Vol. 24, No. 1, pp. 34–57, March 2009.

Sebring, Penny Bender, Allensworth, Elaine, Bryk, Anthony S., Easton, John Q. and Luppescu, Stuart. *The Essential Supports for School Improvement*. The University of Chicago Consortium on Chicago School Research, September 2006.

Warren, Mark R, Hong, Soo, Rubin, Carolyn Leung and Uy, Phitsamay Sychitkokhong. "Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools." *Harvard Graduate School of Education, Teachers College Record*, Vol. 111, No. 9, pp. 2209– 2254, September 2009.

York, Anthony. "Jerry Brown Signs School Funding Overhaul." *Los Angeles Times*, July 1, 2013.

The district's prior year Supplemental grant expenditure was \$2,230,671 and the MPP percentage was 7.16%. The district's estimated Supplemental Grant Funding is \$2,034,892, and the district's Minimum Proportionality Percentage is 6.52%. As demonstrated in the LCAP, the District is spending \$2,090,280 above its base grant in services specifically for the unduplicated target population and have met the MPP in increased or improved services for these students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *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).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	22,741,032.60	20,875,421.60	21,689,404.00	22,088,779.00	21,747,779.00	65,525,962.00
	574,200.00	0.00	0.00	0.00	0.00	0.00
Base	19,517,611.00	18,691,113.00	19,123,825.00	19,561,177.00	19,257,677.00	57,942,679.00
Educator Effectiveness	130,000.00	45,840.00	34,655.00	0.00	0.00	34,655.00
Lottery	20,003.60	10,403.60	35,000.00	12,000.00	12,000.00	59,000.00
One Time Mandated Cost	0.00	0.00	140,000.00	125,000.00	125,000.00	390,000.00
Other	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
Supplemental	2,234,471.00	2,019,139.00	2,090,280.00	2,049,852.00	2,012,352.00	6,152,484.00
Title I	221,150.00	88,926.00	78,777.00	127,500.00	127,500.00	333,777.00
Title II	20,000.00	20,000.00	65,000.00	105,500.00	105,500.00	276,000.00
Title III	23,597.00	0.00	101,867.00	87,750.00	87,750.00	277,367.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	22,741,032.60	20,875,421.60	21,689,404.00	22,088,779.00	21,747,779.00	65,525,962.00
	1,111,597.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	21,503.60	10,123.60	412,500.00	112,500.00	112,500.00	637,500.00
0001-0999: Unrestricted: Locally Defined	150,000.00	55,755.00	125,000.00	125,000.00	125,000.00	375,000.00
1000-1999: Certificated Personnel Salaries	19,847,241.00	19,401,644.00	19,292,140.00	20,422,553.00	20,445,053.00	60,159,746.00
2000-2999: Classified Personnel Salaries	1,104,841.00	1,007,043.00	460,690.00	462,490.00	463,990.00	1,387,170.00
3000-3999: Employee Benefits	0.00	0.00	195,582.00	86,644.00	86,644.00	368,870.00
4000-4999: Books And Supplies	111,500.00	95,266.00	593,000.00	347,000.00	37,000.00	977,000.00
5000-5999: Services And Other Operating Expenditures	291,350.00	195,004.00	158,500.00	117,100.00	147,100.00	422,700.00
5800: Professional/Consulting Services And Operating Expenditures	103,000.00	110,586.00	451,992.00	415,492.00	330,492.00	1,197,976.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	22,741,032.60	20,875,421.60	21,689,404.00	22,088,779.00	21,747,779.00	65,525,962.00
		574,200.00	0.00	0.00	0.00	0.00	0.00
	Base	443,800.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Title I	70,000.00	0.00	0.00	0.00	0.00	0.00
	Title III	23,597.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	10,500.00	0.00	408,000.00	108,000.00	108,000.00	624,000.00
0000: Unrestricted	Lottery	8,003.60	8,003.60	1,000.00	0.00	0.00	1,000.00
0000: Unrestricted	Supplemental	3,000.00	2,120.00	3,500.00	4,500.00	4,500.00	12,500.00
0001-0999: Unrestricted: Locally Defined	Base	150,000.00	55,755.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	One Time Mandated Cost	0.00	0.00	125,000.00	125,000.00	125,000.00	375,000.00
1000-1999: Certificated Personnel Salaries	Base	18,386,311.00	18,004,255.00	17,584,233.00	18,578,085.00	18,578,085.00	54,740,403.00
1000-1999: Certificated Personnel Salaries	Educator Effectiveness	122,000.00	45,840.00	24,155.00	0.00	0.00	24,155.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,297,330.00	1,317,949.00	1,478,209.00	1,598,881.00	1,621,381.00	4,698,471.00
1000-1999: Certificated Personnel Salaries	Title I	41,600.00	33,600.00	54,777.00	73,500.00	73,500.00	201,777.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	45,000.00	77,500.00	77,500.00	200,000.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	85,766.00	74,587.00	74,587.00	234,940.00
2000-2999: Classified Personnel Salaries	Base	343,500.00	455,966.00	218,000.00	219,500.00	221,000.00	658,500.00
2000-2999: Classified Personnel Salaries	Lottery	0.00	0.00	1,000.00	0.00	0.00	1,000.00
2000-2999: Classified Personnel Salaries	Supplemental	761,341.00	551,077.00	241,690.00	241,990.00	241,990.00	725,670.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	1,000.00	1,000.00	2,000.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	179,481.00	73,481.00	73,481.00	326,443.00
3000-3999: Employee Benefits	Title III	0.00	0.00	16,101.00	13,163.00	13,163.00	42,427.00
4000-4999: Books And Supplies	Base	79,000.00	89,916.00	589,000.00	319,000.00	9,000.00	917,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	1,000.00	0.00	0.00	1,000.00
4000-4999: Books And Supplies	Supplemental	7,500.00	350.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	25,000.00	5,000.00	3,000.00	28,000.00	28,000.00	59,000.00
5000-5999: Services And Other Operating Expenditures	Base	94,000.00	73,600.00	49,100.00	49,100.00	49,100.00	147,300.00
5000-5999: Services And Other Operating Expenditures	Educator Effectiveness	8,000.00	0.00	8,000.00	0.00	0.00	8,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	15,000.00	0.00	0.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	104,800.00	71,078.00	65,400.00	40,000.00	70,000.00	175,400.00
5000-5999: Services And Other Operating Expenditures	Title I	84,550.00	50,326.00	21,000.00	20,000.00	20,000.00	61,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	8,000.00	8,000.00	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,500.00	11,621.00	275,492.00	287,492.00	292,492.00	855,476.00
5800: Professional/Consulting Services And Operating Expenditures	Educator Effectiveness	0.00	0.00	2,500.00	0.00	0.00	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	12,000.00	2,400.00	17,000.00	12,000.00	12,000.00	41,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	One Time Mandated Cost	0.00	0.00	15,000.00	0.00	0.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	60,500.00	76,565.00	122,000.00	91,000.00	1,000.00	214,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	60,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,267,398.00	3,021,821.00	2,680,821.00	8,970,040.00
Goal 2	0.00	0.00	0.00	0.00
Goal 3	18,121,114.00	18,766,066.00	18,766,066.00	55,653,246.00
Goal 4	300,892.00	300,892.00	300,892.00	902,676.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.