

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:****LEA: Wilmar Union Elementary School District Contact****(Name, Title, Email, Phone Number): Eric Hoppes, Superintendent, ehoppes@wilmarusd.org, 707-765-4340 LCAP Year: 2013-14*****Local Control and Accountability Plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
1) October 9, 2013: Site Council meeting/Parent Advisory Committee. Mr. Hoppes shared an overview of LCFF and our responsibility to create a new student achievement plan or LCAP.	1) This began the involvement process. Represented stakeholders included parents, staff, and ELAC members.
2) October 10, 2013: School Board meeting. Business Manager, Jolene Hale shared information on the LCFF and LCAP with the Board.	2) This was the beginning of our informative period regarding LCAP.
3) October 26, 2013: Two Board members and the Superintendent attended County led workshop on LCFF and LCAP	3) This increased our knowledge Board’s responsibility for the LCAP.
4) December 11, 2013: SSC/PAC meeting. Business Manager, Jolene Hale shared information on the LCFF and LCAP with the group.	4) Parents and staff learned about the connection between the financial (LCFF) and the accountability (LCAP).
5) February 19, 2014: Site Council meeting/Parent Advisory Committee met and developed a Parent/Staff/Student survey to gather specific information to guide the development of the needs and goals for LCAP.	5) At this meeting the group developed the survey to be sent on by email and by hard copy.
6) March 3, 2014 to April 9, 2014: LCAP survey sent home by email (Survey Monkey) and paper copy available.	6) Parents were given three weeks, with reminders, to send in their surveys so that Site Council meeting/Parent Advisory Committee could review them.
7) March 10, 2014: LCAP translated into Spanish for ELAC families and distributed in person to those families during parent	7) ELAC parents were solicited for information.

Involvement Process	Impact on LCAP
conferences.	
8) March 13, 2014: School Board reviewed the LCAP Survey.	8) The Board reviewed the survey and discussed the process of creating goals for the LCAP.
9) April 9, 2014: Site Council meeting/Parent Advisory Committee reviewed survey results and discussed goals.	9) The group discussed the results of the survey and created needs and goal areas: Bullying, increased access to technology, more communication regarding Common Core, encouraging more parent input and cleaner bathrooms were identified as priorities.
10) May 8, 2014: School Board reviewed a preliminary draft of the LCAP.	10) The Board had the opportunity to review and give input to the goals that will be formally discussed at School Site Council/Parent Advisory Committee. The Board liked these goals, but thought they might be a little high. The liked the goal regarding school climate and addressing bullying.
11) May 12, 2014: Wilmar Teachers Association leadership review of LCAP.	11) Wilmar Teachers Association reviewed and made suggestions for the LCAP.
12) May 14, 2014: Site Council meeting/Parent Advisory Committee approved LCAP. Superintendent responded in writing to questions and concerns.	12) Site Council meeting/Parent Advisory Committee reviewed information from School Board and Wilmar Teachers Union and created the LCAP to be sent to the School Board for formal review at an open meeting.
13) May 21, 2014: LCAP posted on Wilson School webpage.	13) Posting on the webpage along with Public Hearing notice will inform our public and give them a chance for feedback before and during our Board meeting on the LCAP.
14) June 19, 2014: School Board meeting with Public Hearing on LCAP and the Public Hearing on the budget.	14) The School Board opened the meeting to public input on the LCAP. The Superintendent is directed to respond to questions in writing.
15) June 26, 2014: School Board meeting to adopt the LCAP and budget for 2014-15.	15) The School Board adopted the LCAP and associated LCFF budget.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students need to be proficient in grade level standards. Metrics: 70.1% of students scored Proficient or above on ELA CST's. 81.2% of students scored Proficient	#1) Students will become proficient in grade level standards.	ALL	ALL		85% of students will score proficient on grade level standards.	90% of students will score proficient on grade level standards.	95% of students will score proficient on grade level standards.	1, 2, 3, 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>or above on Math CST's.</p> <p>42.9% of EL students scored Proficient or above on ELA CST's.</p> <p>51.1% of Socioeconomically Disadvantaged students scored Proficient or above on ELA CST's.</p> <p>44.1% of students with Disabilities scored Proficient or above on ELA CST's.</p>				<p>60% of EL students will score proficient on grade level standards.</p> <p>65% of SED students will score proficient on grade level standards.</p> <p>60% of SWD students will score proficient on grade level</p>	<p>70% of EL students will score proficient on grade level standards.</p> <p>70% of SED students will score proficient on grade level standards.</p> <p>70% of SWD students will score proficient on grade level</p>	<p>80% of EL students will score proficient on grade level standards.</p> <p>75% of SED students will score proficient on grade level standards.</p> <p>80% of SWD students will score proficient on grade level</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Only 38% of EL students scored Early Advanced and Advanced on CELDT.</p> <p>Zero percent of teachers have instructional materials aligned to the new CCSS.</p> <p>All teachers are Highly Qualified Teachers</p>					<p>50% of EL students will Early Advanced and Advanced on CELDT. 100% of teachers will implement Math CCSS materials.</p> <p>All teachers are Highly Qualified Teachers</p>	<p>60% of EL students will Early Advanced and Advanced on CELDT. 100% of teachers will implement ELA CCSS materials.</p> <p>All teachers are Highly Qualified Teachers</p>	<p>70% of EL students will Early Advanced and Advanced on CELDT. 100% of teachers will implement Next Generation of Science Standards.</p> <p>All teachers are Highly Qualified Teachers</p>	
<p>Students need to feel safe and secure in their school environment</p> <p>Metric: 0.5% of students</p>	#2) All students will be educated in learning environments that are clean, safe, drug-free,	All	All		Continue low	Continue low	Continue low	1, 5, 6,7, 8,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>were suspended 2012-13.</p> <p>35% of students reported some type of bullying from our LCAP survey. 10% of students reported being afraid of being beaten up in the last 12 months on the Wilson Safe School survey of 5th grade students.</p> <p>School Safety committee and RESIG found 7 items out of compliance for safety.</p>	and conducive to learning.			<p>rate of suspension.</p> <p>Reduce the number of students feeling unsafe by 20%</p> <p>No areas out of compliance</p>	<p>rate of suspension.</p> <p>Reduce the number of students feeling unsafe by 15%</p> <p>No areas out of compliance</p>	<p>rate of suspension.</p> <p>All students will feel safe and free from bullying.</p> <p>No areas out of compliance</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students need to be engaged in their education in order to access instruction and curriculum. Metric: ADA 95.1% Truancy rate: 10.25% 25 students participated in an afterschool sport. 20 students joined the running club, 12 students are in the leadership club. Less than 10 students participate in Band for 4 th , 5 th ,	#3) Students will be engaged in their education.	All	All		ADA will improve by .5% Truancy rate will decrease by 3% 100% of students will continue to have access to PE, Library, computers, art, garden, music.	ADA will improve by .25% Truancy rate will decrease by 2% 100% of students will continue to have access to PE, Library, computers, art, garden, music.	ADA will improve by .25% Truancy rate will decrease by 2% 100% of students will continue to have access to PE, Library, computers, art, garden, music.	5, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
6 th graders. 100% of students have access to PE, Library, computers, art, garden, music								
Parents need to be involved in their students' education. Only 39 parents provided feedback on the LCAP school survey.	#4) The District will work with PTA, ELAC and other parent groups to encourage participation in school activities.	All	All		Parent Advisory Committee and District will work to increase the parent responses to the LCAP school survey by 50%.	Parent Advisory Committee and District will work to increase the parent responses to the LCAP school survey by 20%.	Parent Advisory Committee and District will work to increase the parent responses to the LCAP school survey by 20%.	3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Over 50% of parents reported either not understanding or not being aware of the new CCSS.					Administration and teachers will work to increase the understanding of parents regarding CCSS by 50%.	Administration and teachers will work to increase the understanding of parents regarding CCSS by 20%.	Administration and teachers will work to increase the understanding of parents regarding CCSS by 20%.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#1) Students will become proficient in grade level standards.	1, 2, 3, 4	<p>District will insure all teachers are Highly Qualified</p> <p>Teachers will receive professional development in CCSS.</p> <p>Increase access to technology.</p> <p>Purchase CCSS aligned instructional materials.</p> <p>Provide</p>	LEA/School-Wide		<p>\$731,332</p> <p>\$7,200 Teacher on Special Assignment 2 days/month CCSS</p> <p>\$1,500</p> <p>\$5,600 Board designation for tech/enhancement/ replacement</p> <p>\$4,300 Board designation</p> <p>\$22,435 (Title 1) (30%</p>	<p>\$753,059</p> <p>\$3,600 Teacher on Special Assignment 1 day/month CCSS</p> <p>\$1,500</p> <p>\$5,600 Board designation for tech/enhancement/ replacement</p> <p>\$4,300 Board designation \$35,000 adoption</p> <p>\$23,193 (Title 1)</p>	<p>\$700,004 (RIF based on declining enrollment 0 days emily</p> <p>No more teacher on Special Assignment</p> <p>\$1,500</p> <p>\$5,600 Board designation for tech/enhancement/ replacement</p> <p>\$4,300 Board designation</p> <p>\$23,724 (Title 1)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>intervention services for students who score below proficient.</p> <p>Provide intervention services for students with disabilities.</p> <p>Provide Instructional Assistants</p>			<p>K teachers)</p> <p>\$131,419 SDC, RSP teachers</p> <p>\$27,418 Sp. Ed aids (LCFF and IEDA funds)</p>	<p>(30% K teachers)</p> <p>\$132,728 SDC, RSP teachers</p> <p>\$27,562 Sp. Ed aids (LCFF and IEDA funds)</p>	<p>(30% K teachers)</p> <p>\$136,815 SDC, RSP teachers</p> <p>\$27,982 Sp. Ed aid (LCFF and IEDA funds)(1 less FI student)</p>
#2) All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.	1, 5, 6,7, 8,	<p>Complete routine maintenance and repairs.</p> <p>Modernization will take place summer of 2014 to address some of the facility issues.</p> <p>A new social</p>	LEA/School-Wide		<p>\$68,940 custodian/supplies \$maintenance/supplies</p> <p>\$2,000,000 Series A of G.O. Bond</p> <p>PTA funding for</p>	<p>\$70,243</p> <p>PTA funding for</p>	<p>\$72,025</p> <p>\$2,000,000 Series B of G.O. Bond</p> <p>PTA funding for</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		skills program will be implemented to improve personal emotional feelings, drug free awareness, as well as to address bullying.			Assemblies and Social skills program.	Assemblies and Social skills program.	Assemblies and Social skills program.
#3) Students will be engaged in their education.	5, 7, 8	District will look for ways to expand existing co-curricular and extracurricular activities to more students. District will inform parents of the definition of truancy, use truancy letters and the SART process.	LEA/School-Wide		\$48,822 for GATE, running club, sports, fieldtrips, band, music, PE \$750 (time for meetings, paper costs, training costs)	\$49,000 \$450 (time for meetings, paper costs, training costs)	\$49,000 \$250 (time for meetings, paper costs, training costs)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Students will be encouraged with rewards for positive attendance.			\$375 Perfect attendance rewards, improved attendance rewards, citizenship, WOW's	\$375 Perfect attendance rewards, improved attendance rewards, citizenship, WOW's	\$375 Perfect attendance rewards, improved attendance rewards, citizenship, WOW's
#4) The District will work with PTA, ELAC and other parent groups to encourage participation in school activities.	3	District will increase the communication regarding CCSS through administrative and classroom newsletters. CCSS will be linked to school webpage.	LEA/School-Wide		Parents will be more informed based on LCAP survey results	Parents will be more informed based on LCAP survey results	Parents will be more informed based on LCAP survey results

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will be proficient in the CCSS	1, 2, 3, 4	<p>For low income pupils: Provide NSLP meals.</p> <p>Provide before and after school instructional interventions.</p> <p>Provide pullout instructional interventions during school hours.</p>	LEA/School-Wide		<p>\$2,713 (Fund 13-Cafeteria Fund)</p> <p>\$7,710-teachers salaries (LCFF Supplemental –Resource 00005)</p> <p>\$6,658-teachers salaries (LCFF Supplemental –Resource 00005)</p>	<p>\$2,790 (Fund 13-Cafeteria Fund)</p> <p>\$7,888-teachers salaries (LCFF Supplemental – Resource 00005)</p> <p>\$6,704-teachers salaries (LCFF Supplemental – Resource 00005)</p>	<p>\$2,828 (Fund 13-Cafeteria Fund)</p> <p>\$8,160-teachers salaries (LCFF Supplemental – Resource 00005)</p> <p>\$6,835-teachers salaries (LCFF Supplemental – Resource 00005)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Summer School</p> <p>Provide Homework help after school.</p> <p>Provide .30 FTE Intervention Teacher</p>			<p>\$3,148-teachers salaries (LCFF Supplemental –Resource00005)</p> <p>\$7,534-teachers salaries (LCFF Supplemental –Resource 00005)</p> <p>\$14,960-teachers salaries (LCFF Supplemental -Resource 0000)</p>	<p>\$3,148-teachers salaries (LCFF Supplemental – Resource00005)</p> <p>\$7,684-teachers salaries (LCFF Supplemental – Resource 00005)</p> <p>\$14,960-teachers salaries (LCFF Supplmtl Resource 0000)</p>	<p>\$3,148-teachers salaries (LCFF Supplemental – Resource00005)</p> <p>\$7,820-teachers salaries (LCFF Supplemental – Resource 00005)</p> <p>\$14,960-teachers salaries (LCFF Supplmtl Resource 0000)</p>
Students will be proficient in the CCSS	1, 2, 3, 4	<p>For English learners and for redesignated fluent English proficient pupils:</p> <p>Provide before and after school instructional interventions.</p>	LEA/School-Wide		<p>\$3,629-teachers salaries (LCFF Supplemental –Resource 00005)</p>	<p>\$3,712-teachers salaries (LCFF Supplemental – Resource 00005)</p>	<p>\$3,840-teachers salaries (LCFF Supplemental – Resource 00005)</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#4) The District will work with PTA, ELAC and other parent groups to encourage participation		Provide pullout instructional interventions during school hours.			\$3,134-teachers salaries (LCFF Supplemental –Resource 00005)	\$3,155-teachers salaries (LCFF Supplemental – Resource 00005)	\$3,217-teachers salaries (LCFF Supplemental – Resource 00005)
		Summer School			\$1,481-teachers salaries (LCFF Supplemental –Resource 00005)	\$1,481-teacher salaries (LCFF Supplemental – Resource 00005)	\$1,481-teachers salaries (LCFF Supplemental – Resource 00005)
		Provide Homework help after school.			\$3,546-teachers salaries (LCFF Supplemental –Resource 00005)	\$3,616-teachers salaries (LCFF Supplemental – Resource 00005)	\$3,680-teachers salaries (LCFF Supplemental – Resource 00005)
		Align ELD instruction to classroom instruction based on CCSS.			\$981-instructional materials (LCFF Supplemental Resource 00005=\$701; Title III Immigrant Resource4201=\$280)	\$981-instructional materials (LCFF Supplmntl Resource00005 =\$701; Title III Immigrant RS4201=\$280)	\$981-instructional materials (LCFF Supplmntl Resource00005 =\$701; Title III Immigrant RS4201=\$280)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
in school activities.		<p>Provide ELD Coordinator and Instructional Assistant.</p> <p>Provide translations for meetings and some publications.</p> <p>Provide.30 FTE Intervention Teacher</p>			<p>\$2,827 (Federal Title III LEP)</p> <p>\$520-teacher salary (LCFF Supplemental –Resource 00005)</p> <p>\$7,040-teacher salaries (LCFF Supplemental -Resource 0000)</p>	<p>\$2,827 (Federal Title III)</p> <p>\$520-teacher salary (LCFF Supplemental – Resource 00005)</p> <p>\$7,040-teachers salaries (LCFF Supplmtl Resource 0000)</p>	<p>\$2,827 (Federal Title III)</p> <p>\$520-teacher salary (LCFF Supplemental – Resource 00005)</p> <p>\$7,040-teachers salaries (LCFF Supplmtl Resource 0000)</p>
		For foster youth: N/A	LEA/School-Wide		\$0	\$0	\$0

- B. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Wilmar District is projected to receive \$51,065 in supplemental grants funds. With these funds the District is providing the following services for low income and EL students: before and after school interventions, after school homework support, summer school, EL aide time for pullout and push in support, Common Core EL instructional materials and translations services.

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

Figure the minimum proportionality percentage. The MPP is 3.52% for 2014-15. The services we are providing for low income and EL students is 3.52% greater than the amount for all students. These student receive extra services that is equivalent or greater than 3.52% in the form of: before and after school interventions, after school homework support, summer school, EL aide time for pullout and push in support, Common Core EL instructional materials and translations services.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.