

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Windsor Unified School District Contact Steve Jorgensen, Superintendent, sjorgensen@wusd.org, 837-7700 LCAP Year 2014/15

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
<p>10/14/13 – Begin planning the timeline for developing the LCAP and how to get meaningful input in the process.</p> <p>12/6/13 – Collect and review data on the 8 state priorities.</p> <p>12/17/13 – Board receives a presentation on the need to use grade 9-12 base rate adjustment funding in the LCAP to continue existing CTE sections. SCOE will provide 75% funding if WUSD allocates its 25% in year 1.</p> <p>2/4/14 – Continue analysis of priority data to determine areas of need for the LCAP focus. Develop communications for the Board and to share with the community.</p> <p>2/11/14 – District Leadership Team (DLT) reviews the LCAP template requirements and edits survey questions that will be further edited by School Site Councils (LCAP Advisory Committee).</p> <p>Feb. 2014 – LCAP Advisory Committees meet to review LCAP background and to give input on survey questions.</p> <p>Feb. 2014 – LCAP survey is given to students in grades 6-12, teachers, counselors and parents.</p> <p>2/18/14 – Board reviews data on LCAP priorities and invites public comment.</p> <p>2/26/14 – DLT reviews data on more LCAP priorities and gives input on key focus areas and strategies to address these focus areas with recommendations for years 1-3.</p> <p>3/4/14 – Board reviews data on LCAP priorities and invites public comment.</p> <p>3/11/14 – DLT retreat to identify strategies and a recommended timeline for implementing the LCAP identified priorities.</p> <p>4/1/14 – Board reviews LCAP findings on priorities and survey data. This includes student feedback. The Board takes public comment on the LCAP.</p> <p>4/15/14 – Board identifies priority areas to fund in year 1. The Board invites public comment on the LCAP.</p>	<p>-SSCs are engaged in developing survey questions on LCAP specified data. The survey is edited based on SSC input.</p> <p>-Survey data identifies that parents believe schools are safe and positive learning environments.</p> <p>-Board and community feedback identifies an interest in continued funding and development of CTE. Funding has been included in the LCAP.</p> <p>-Board input identifies the importance of focusing on the ELD program across the district. ELD is a primary LCAP focus at grades TK-12 beginning in year 1.</p> <p>-Board members including the student Board representative identify that both academic and social/emotional counseling is a priority. Counselors will be added as soon as the resources are available to do this. An academic counselor would be hired first.</p> <p>-Parent surveys and principal feedback identifies the need for expanding interventions. An RtI intervention model will be planned in year 1 and implemented in year 2.</p> <p>-Community forums identify an interest in expanding the arts program at grades K-8. This will be incorporated into professional development on the CCSS and will be addressed in site level Single Plans for Student Achievement.</p> <p>-SSC feedback identifies the concern that the district doesn’t have sufficient LCAP funding to address the needs identified. The plan will be implemented over three years and higher levels of funding are projected for years 2 and 3.</p>

<p>4/22/14 – DLT reviews Board’s direction on priority areas to fund in year 1 and develops a presentation to share the LCAP with the LCAP Advisory Committees, school staff and DELAC.</p> <p>April –May 2014 – LCAP Advisory Committee (SSC) at each school site gives input on final LCAP. SSCs record feedback and questions in writing and forward this to the District. Individual site meeting dates are: 4/29, 5/13 (3 sites), 5/14 and 5/16.</p> <p>April –May 2014 – Staff at each school site participates in a presentation on the LCAP and is asked for feedback. Individual site meeting dates are: 4/23, 5/7 (2 sites), 5/14 (2 sites).</p> <p>5/6/14 – DELAC reviews and gives input on the final LCAP draft.</p> <p>5/14/14 – District consults with WDEA on the LCAP.</p> <p>6/3/14 – DLT meets to review LCAP Advisory Committee and DELAC input from across the district and discusses how Single Plans for Student Achievement will be aligned with LCAP priorities. LCAP in the template format is reviewed. All input from LCAP Advisory Committees is compiled for the Superintendent.</p> <p>6/3/14 – Board reviews final input from LCAP Advisory Committees and DELAC along with a summary of the goals, strategies and funding allocated by year.</p> <p>6/4-6/14 – Superintendent responds in writing to LCAP Advisory Committee and DELAC input.</p> <p>6/17/14 – Public hearing held on the LCAP at the Board meeting. Public hearing on the budget.</p> <p>6/24/14 - LCAP approved by the Board. Budget approved by the Board.</p> <p>6/25/14 – LCAP forwarded to SCOE for approval.</p>	<p>-DLT input identifies that there is insufficient office staffing for consistently tracking student truancy. The LCAP funding restores some of the office staffing that was reduced due to significant budget shortfalls.</p> <p>-Teacher survey data identifies the need for CCSS professional development. Professional development on CCSS is included in years 1-3 of the LCAP.</p> <p>- ELAC parents want to meet quarterly at the school level with the site principal and the bi-lingual community liaison. This has been included in the LCAP.</p> <p>-Parent input identified that expanded electronic (e-mail, school website development) would aid home to school communication. This has been included in the LCAP.</p> <p>-DELAC would like more bilingual staff at schools and bilingual staff in school offices. Bilingual preferred is consistently included in the recruitment and hiring process and will be used for hiring additional attendance and welfare clerks.</p> <p>-LCAP Advisory Committees would like more parent involvement in schools and have offered suggestions for how to do this. Involving parents in untraditional ways addresses this input and is included in the LCAP.</p> <p>-The Windsor Teacher’s Association would like recruiting and retaining high quality teachers to be a priority. This is addressed under Priority 1 (#10 on the template).</p>
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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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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	
1) Need: Continue to Implement Common Core State Standards (CCSS) to prepare students with 21 st century critical thinking and problem-solving skills. Teacher survey data identifies	1) Classroom observations show that 70% of teachers are implementing the selected common core instructional practices in their classrooms by the end of the year. These practices engage students in critical thinking and problem solving. Arts opportunities are expanded.	All	All		Students learn and apply problem-solving strategies from <u>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</u> . These strategies include arts integration. Students have access to technology for	Same as year 1.	Same as year 1.	Priority 2

<p>that 68% of teachers need more CCSS professional development. Metric:</p> <p>Classroom observation for selected CCSS content and instructional strategies using a CCSS observation tool based on <u>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</u> by Silver, Dewey and Perini. Instructional Leadership Team (ILT) will do observations within the first two months of school to set a baseline.</p>					<p>taking the SBAC state assessment. Students have increased access to arts activities.</p> <p>Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies.</p>			
<p>2) Need: Students need increased</p>	<p>2) Reduce the academic counseling ratio at grades 9-12 from 465:1</p>	<p>All</p>	<p>All</p>		<p>Students in grades 9-12 are able to more</p>	<p>Students in grades 9-12 are able to more</p>	<p>Same as year 2.</p>	<p>Priority 6</p>

<p>access to academic and social/emotional counseling. There are 574 students per academic counselor (2013/14) at grades 9-12. There are no social-emotional counselors at grades K-8. There are 2,449 students in grades K-8 (without CCLA). Metric: The counselor to student ratio is reduced for grades 9-12 for academic counseling. The social emotional counseling per student ratio is reduced for grades K-8</p>	<p>to approximately 369:1. Reduce the social/emotional counseling ratio from 2,449:0 to approximately 1,225:1.</p>				<p>quickly see a counselor to address academic needs and assist with the college/career transition.</p> <p>Progress goal: Ratio of academic counselors to students is approx. 1,225:1 at WHS (assuming funding is available)</p>	<p>quickly see a counselor to address academic needs and assist with the college/career transition. Students with social/emotional issues at K-8 will have access to a counselor who will assist them with social/emotional issues.</p> <p>Progress goal: High school ratio continues and one K-8 counselor is hired.</p>	<p>Progress goal: High school ratio continues and a second K-8 counselor is hired.</p>	
<p>3) Need: Provide school facilities that support students in learning state standards. The</p>	<p>3) Address facility findings in the FIT Report so all facilities meet the criteria for "good" condition.</p>	<p>All</p>	<p>All</p>		<p>The condition of school facilities supports learning.</p> <p>Progress goal: The updated FIT</p>	<p>Same as year 1.</p>	<p>Same as year 1.</p>	<p>Priority 1</p>

<p>April 2014 FIT Report identified that Mattie Washburn Elementary, Windsor Oaks Academy and Windsor Middle School are in "fair" condition. Metric: Facility Inspection Tool (FIT) Report</p>					<p>report shows that all facilities are in good condition.</p>			
<p>4) Need: Increase student achievement for all students and subgroups. Metric: benchmark assessments. Set a baseline with beginning of the year assessments.</p>	<p>4) Increase the percentage of students showing mastery of key standards on common benchmarks. Targets to be set in the benchmark development process.</p>	<p>All</p>	<p>All</p>		<p>Students are assessed regularly and classroom instruction is adjusted based on student performance.</p> <p>Progress goal: Students show increased mastery on benchmarks with baseline set in year 1.</p>	<p>Same as year 1.</p>	<p>Same as year 1.</p>	<p>Priority 4</p>
<p>5) Need: Students need standards-aligned instructional materials. All students currently have</p>	<p>5) Replace instructional materials with new high quality CCSS aligned instructional materials as available and funds permit.</p>	<p>All</p>	<p>All</p>		<p>All students continue to have standards aligned instructional materials.</p> <p>Progress goal:</p>	<p>Same as year 1.</p>	<p>All students continue to have standards aligned instructional materials. Students</p>	<p>Priority 1</p>

standards aligned instructional materials. Metric: Williams					Williams Report identifies all students have standards-aligned instructional materials.		have CCSS aligned instructional materials in math.	
6) Need: Schools need to provide a college/career ready culture at grades K-12 and high school students need to take the coursework that will prepare them for a 4-year college or a career. Baseline: All 11 th and 12 grade students in an academy or pathway have one or more CTE courses per year. Currently, 16.2% of students take an AP class, 20.6% meet A-G course requirements and 23% show college	6) Schools have visuals that promote a college/career ready culture. There is a 2% annual increase in the percentage of students who take AP classes, meet A-G course requirements and show college career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years.	All	All		More high school students are enrolled in A-G courses, take AP tests, and are college ready on the EAP. WHS students in grades 11 and 12 in academies and pathways continue to be enrolled in one or more CTE courses per year. A college/ career ready message is visually communicated at all schools. Progress goal: 2% annual increase in the percentage of students who take AP classes, meet A-G course requirements and show college	Same as year 1.	Same as year 1.	Priority 4

<p>readiness on the EAP in ELA and 9% in math. Metric: Percent of academy and pathway students enrolled in one or more CTE sections in grades 11 and 12 and percent of students taking one or more AP classes, meeting A-G requirements and showing college readiness on the EAP.</p>					<p>career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years.</p>			
<p>7) Need: A plan and increased office staff are needed to reduce student truancy and increase attendance. Truancy rate is 22.3%. Attendance rate is 95.72%. Metric: Truancy rate, attendance rate.</p>	<p>7) Decrease the truancy rate to 20%. Increase attendance rate to 97%.</p>	<p>All</p>	<p>All</p>		<p>Student's parent is consistently contacted if the student is absent or late for school (at risk of being truant). Progress goal: Truancy rate decreases by .77%, attendance rate increases by</p>	<p>Same as year 1.</p>	<p>Same as year 1.</p>	<p>Priority 5</p>

					.43%			
<p>8) Need: Students need regular physical education to be physically fit. On the Healthy Kids Survey, (2011-12) 73% of fifth grade students reported that they have physical activity in their physical education classes once each week. At 5th grade fewer than 75% of students met state targets for aerobic capacity (55%), body composition (54%) and flexibility (39%). Metric: Percentage of 5th grade students in the Healthy Fit Zone (HFZ) on the CA Physical Fitness Report and instructional minutes for</p>	<p>8) Increase physical education minutes to the standard in Education Code for grades K-5 to increase physical fitness (HFZ).</p>	All	MWE, WCE, BES		<p>Students in grades K-5 have physical fitness activities an average of at least four days per week.</p> <p>Progress goal: Schedules show that students in grades K-5 have an average of 200 minutes of physical education every 10 days. 75% of students at grade 5 meet benchmarks for aerobic capacity, flexibility and body composition on the CA Physical Fitness Report at 5th grade.</p>	Same as year 1. Physical fitness measures will be based on the most recent CA Physical Fitness Report.	Same as year 1.	Priority 8

physical education at grades K-5.								
9) Need: Students need to maintain access to the full course of study described in Education Code. Students in grades K-5 are currently participating in the full course of study defined in Education Code. Metric: Administrative review.	9) Maintain students' access to the full course of study defined in Education Code.	All	All		Students continue to have full access to the curriculum defined in Education Code. Progress goal: All students have full access to the course of study defined in Education Code.	Same as year 1.	Same as year 1.	Priority 7
10) Need: Highly qualified and appropriately credentialed teachers are needed for high quality instruction. Currently, 100% are highly qualified and 100% are appropriately assigned and NCLB compliant Metric: Percent of teachers	10) Maintain teachers who are fully qualified and appropriately assigned.	All	All		No change. Students continue to have highly qualified and appropriately assigned teachers. Progress goal: District records show that all teachers are highly qualified and appropriately assigned.	Same as year 1.	Same as year 1.	Priority 1

certified as appropriately assigned based on state standards and NCLB compliant								
11) Need: Parents need frequent and accessible communication with the school to be fully involved with their child's education. Currently, some schools do not have electronic communication to parents through Aeries. Metric: Number of schools that have full e-mail capability for parent communications and usage rates (to be established).	11) All schools will have parents'/ guardians' e-mail addresses set-up in Aeries and used for regular parent communication (baseline to be established in year 1)	All	All		Student's parents will have more regular e-mail communication with the school and will therefore be more informed about their child's education. Progress goal: All schools have full e-mail capacity for parent communications	Same as year 1.	Same as year 1.	Priority 3
12) Need: Students benefit when their parent is actively involved in the school with	12) Schools add one or more two-way communication strategies and/or more school activities that involve parents in untraditional ways.	All	All		More students have parents who are involved in school events and engage in communication	Same as year 1	Same as year 1	Priority 3

<p>their child. A baseline would be established in year 1. Metric: parent survey feedback and comparison of school activities to those listed in the LCAP.</p>					<p>with the school</p> <p>Progress goal: School Site Councils and principals have identified and implemented at least three new activities and/or communication strategies per site. Sites are advised to use the ideas generated through LCAP input. Parent surveys show that at least 80% of parents believe that there is good 2-way communication with the school.</p>			
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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) Classroom observations show that 70% of teachers are implementing the selected common core instructional practices in their classrooms by the end of the year. These practices engage students in critical thinking and problem solving.	2	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 arts are integrated into core curriculum to increase opportunities for using critical and creative thinking for problem solving. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six. Tech. staff provides support for new technology and existing technology needed for giving the SBAC and increased access to 21 st	LEA-wide		Professional development, classroom observation and instructional support on the Core Six. Technology maintained. Cost: \$79,092 CCSS plus \$17,108,785 for teacher salary and benefit costs, Source: LCFF	Same as year 1	Same as year 1

		Century learning tools. Schools plan how to increase access to the arts and include this in their SPSA.					
2) Reduce the academic counseling ratio at grades 9-12 from 465:1 to approximately 369:1. Reduce the social/emotional counseling ratio from 2,449:0 to approximately 1,225:1.	6	An additional grade 9-12 academic counselor will be hired. Two grade K-8 social emotional counselors will be hired to support individual students and groups of students. Develop a counseling plan/model.	LEA-wide			Hire a grade 9-12 academic counselor. Develop counseling plan. Cost: \$66,000, Source: LCFF (Note: expenditure is contingent upon the availability of funding)	Hire a grade K-8 social/ emotional counselor. Continue employment of 9-12 academic counselor. Cost: \$132,000, Source: LCFF
3) Address facility findings in the FIT Report so all facilities meet the criteria for "good" condition.	1	The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition.	LEA-wide		Repairs or improvements completed. Cost: \$125,000, Source: LCFF	Same as year 1.	Same as year 1.
4) Increase the percentage of students showing	4	A new data and assessment management program is purchased with the capability of providing CCSS aligned	LEA-wide		Purchase system. ILT identifies benchmarks. Teachers administer benchmarks and use data. Cost: \$33,600, Source: LCFF,	Refine benchmarks. Add new content areas. Continue to administer benchmarks and use data. Cost: \$42,000,	Same as Year 2.

mastery of key standards on common benchmarks . Targets to be set in the benchmark development process.		formative benchmarks and summative assessments and a means to monitor student progress based on assessments. ILT works with the new system to identify benchmarks beginning with ELA and math. The system also monitors progress on ELD for ELs. Teachers learn how to use the new system and use it to periodically give formative assessments to monitor student mastery and plan instruction, including small flexible groups. In year 2 and 3 social science and science benchmarks are created and used similarly.			Title I, Title II, Title III	Source: LCFF, Title I, Title II, Title III	
5) Replace instructional materials with new high quality CCSS aligned instructional materials as available and funds permit.	1	The District will work with teachers on how to most effectively use existing standards aligned instructional materials to teach CCSS. The District will evaluate, pilot, select and then adopt CCSS aligned instructional materials in math at grades TK to 12 th .	LEA-wide		ILT works with teachers on planning how to use existing materials to teach CCSS. Cost: \$0, ILT stipends are funded under another priority	District establishes a committee process to identify math texts to pilot and then selects math instructional materials aligned to CCSS. New math curriculum purchased. Cost: \$500,000, Source: LCFF, Lottery, CCSS fund	ILT works with teachers on sustained implementation of new math curriculum materials. Cost: \$0, ILT stipends are funded under another priority
6) Schools have visuals that	4	All schools have visuals that communicate a college/career focused	LEA-wide		Promote college/ career focused culture at all schools. Maintain existing	Same as year 1. Cost: \$164,538, Source: LCFF	Same as year 1. Cost: \$246,808, Source: LCFF

<p>promote a college/ career focused culture. There is an increase in the percentage of students who take AP classes, meet A-G course requirements and show college career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years.</p>		<p>culture. Students are encouraged and counseled to enroll in AP classes and meet A-G requirements to be college/ career ready. WHS continues to provide strong academy and pathway programs at grades 11-12 with one or more CTE courses integrated with academic courses at each grade level.</p>			<p>CTE sections while funding shifts from SCOE to the District under LCFF. Cost: \$82,000, Source: LCFF (grade 9-12 base rate adjustment)</p>		
<p>7) Decrease the truancy rate to 20%. Increase attendance rate to 97%. The</p>	<p>5</p>	<p>The DLT develops a plan for how to increase attendance across the district and monitors data on this plan 4 times per year. The plan is refined based on the data</p>	<p>LEA-wide</p>		<p>Implement increased attendance plan and monitor results. Hire four part-time attendance and welfare clerks to work in each school office. Cost: \$53,585, Source: LCFF (Note:</p>	<p>Same as year 1.</p>	<p>Same as year 1.</p>

graduation rate is 92.7%.		analysis. Part time attendance and welfare clerks are hired for each school to monitor student attendance and to consistently communicate with parents whenever a student is absent or is at risk of being truant.			expenditure is contingent upon the availability of funding)		
8) Increase physical education minutes to the standard in Education Code for grades K-5 to increase physical fitness (HFZ).	8	Classroom teachers at grades TK – 5 schedule and provide physical education instruction that includes physical activity to meet state minute requirements. This instruction includes opportunities to routinely develop aerobic capacity, flexibility and strength.	School-wide (MWE, WCE & BES)		Increase PE time in the school schedule: Cost: \$0	Same as year 1.	Same as year 1.
9) Maintain students' access to the full course of study defined in Education Code.	7	Continue existing or comparable schedule to give all students access to the full course of study at all grade levels.	LEA-wide		Maintain practices. Cost: \$0	Same as year 1.	Same as year 1.
10) Maintain teachers who are fully qualified	1	The District continues existing practices for hiring appropriately qualified staff and making assignments consistent with NCLB	LEA-wide		Maintain practices. Cost: \$0	Same as year 1.	Same as year 1.

and appropriately assigned.		and California Department of Education requirements.					
11) All schools will have parents'/ guardians' e-mail addresses set-up in Aeries and used for regular parent communication (baseline to be established in year 1.	3	School offices systematically enter parent and guardian e-mail addresses into Aeries and establish e-mail distribution lists. School administration communicates with parents more regularly using e-mail. Teachers use e-mail more regularly to communicate with parents and keep them informed.	LEA-wide		Change in office and staff communication practices. Cost: \$0 (There is projected to be a cost savings for printing costs)	Same as year 1.	Same as year 1.
12) Schools add one or more two-way communication strategies and/or more school activities that involve parents in untraditional ways.	3	School Site Councils and ELACs plan how to increase two-way communication and/or plan non-traditional school involvement activities that make the school accessible for parents who have not participated at existing school activities. These groups evaluate the plan once implemented and recommend how to refine the plan for the following year.	LEA-wide		Planning and evaluation by SSC and ELAC. Cost: \$0	Same as year 1.	Same as year 1.

B. 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
Close the achievement gap by providing high quality and targeted interventions.	4	For low income pupils: Implement a Response to Intervention (Rtl) model at grades TK to 12 th to systemically identify, respond to, monitor and address students’ academic needs when they are not making progress on district benchmarks. The program will be planned in year 1 with input from the District Leadership Team and ILT. It will be implemented with three additional teachers in year 2, and fully	LEA-wide		Plan the Rtl model. Cost: \$5,000, Source: LCFF	Provide professional development. Implement model with 3 additional teachers. Cost: \$198,000, Source: LCFF	Provide professional development. Expand model with 3 additional teachers. Cost: \$396,000, Source: LCFF

		implemented with another three additional teachers in year 3 (total of six teachers addressing targeted interventions).					
Increase students' college/career readiness	4	Provide funding for the Advancement Via Individual Determination (AVID) Program.	WMS and WHS		Implement AVID at the middle school and high school levels. Cost: \$20,000 for training and annual subscription fees (Title I) & \$145,200 for FTE (LCFF). TOTAL LCFF: \$145,200	Continue AVID at the middle school and high school levels. Cost: \$20,000, Source: Title I, LCFF, CCSS	Same as year 2.
Increase the percentage of ELs meeting Title III AMAO target 1 by 3% per year, AMAO II >5 years by 3% per year and AMAO 2<5 years 3% per year. Currently, AMAO 1 = 57.7% (target is 57.5%), AMAO II >5 years	4	For English learners: A new grade TK-12 articulated ELD program is purchased and teachers receive sustained professional development on how to use this program. Common highly effective instructional strategies for giving ELs access to core content throughout the school day are identified, training is provided on implementation and there is monitoring to ensure that these practices are used consistently in all classrooms. Common formative and summative assessments	LEA-wide		Purchase a curriculum and provide professional development. Provide leveled ELD at all schools. Cost: \$70,000 (Title I) and \$62,700 (LCFF) Continue to provide ELD teachers to teach leveled ELD. Cost: \$574,200 (estimated based on average teacher cost of \$66,000). TOTAL LCFF: \$636,900	Professional Development. Leveled ELD at all schools with ELD teachers Cost: \$10,000, Title I, III and LCFF – Total Cost: \$419,200	Same as year 2.

<p>=22.9% (target is 21.45%), AMAO 2<5 years = 51.8% (target is 47%)</p>		<p>will be used to monitor student progress and adjustments in training and/or practices will be implemented based on data. Leveled ELD classes are provided at all schools.</p>					
<p>Increase access to home to school transportation by providing district paid transportation to and from school, including remote rural locations prone to flooding.</p>	<p>3 & 4</p>	<p>For low income, English Learners, and Foster Youth:</p>	<p>LEA-wide</p>		<p>Provide home to school bus 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. Cost for unduplicated pupil home to school transportation: \$156,900 (LCFF)</p>	<p>Same as Year 1</p>	<p>Same as Year 2</p>
<p>Close the achievement gap by providing high quality and targeted interventions.</p>	<p>4</p>	<p>For foster youth: Provide RtI as described above. Social emotional counseling is available beginning in year 2.</p>	<p>LEA-wide</p>		<p>Plan the RtI model. Cost already shown above.</p>	<p>Provide professional development on instructional strategies. Implement RtI model with 3 additional teachers. Cost already shown above.</p>	<p>Provide professional development on instructional strategies. Expand RtI model with 3 additional teachers. Cost already shown above.</p>

Increase parent access and involvement through changes in ELAC operation	3	<p>For redesignated fluent English proficient pupils:</p> <p>Change schedule and format for ELAC meetings. The principal and EL Site Coordinators will attend at each individual site. The Bilingual Liaison may also attend.</p> <p>Monitor student progress with new data management system.</p> <p>Share this data with R-FEP parents.</p>	LEA-wide		<p>Provide bilingual community liaisons at each school site to bridge the communication gap between Spanish only speaking parents and English only speaking staff.</p> <p>Cost: \$23,097 (Title III), and \$74,000 (LCFF)</p> <p>ELAC meetings held at each school site quarterly.</p> <p>Cost: \$500, Source: Title III and LCFF</p>	Same as year 1	Same as year 1
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C. 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 districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The funding the district is allocating to meet its Minimum Proportionality Percentage (unduplicated count is 40%) is \$1,018,000. The majority of this funding supports ELD teachers. The district is focusing its improvement efforts in year 1 on a PreK-12 ELD program with a new curriculum and focused professional development. In year 1, the District will also be preparing for a significant investment and focus on Response to Intervention (RtI) (beginning in year 2) that will further address the needs of economically disadvantaged students, R-FEP students, ELs and foster youth. The District will also provide AVID to MS and HS students to support them in college/career readiness. The district is also providing interventions at grades K-1 with an emphasis on reading that includes vocabulary and language development. The district will implement a new data management system that will significantly increase options for creating CCSS aligned benchmark assessments and monitoring student achievement for all students and subgroups on these benchmark assessments.

- D. 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.

The district's prior year EIA expenditure was \$380,144. The district's estimated Supplemental and Concentration Grant Funding is \$1,018,000, and the district's Minimum Proportionality Percentage is 3.61%. As demonstrated in the LCAP, we are spending \$1,018,000 above our base grant in services specifically for our unduplicated target population.

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.