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

Introduction:

LEA: **Washington Unified School District**   Contact (Name, Title, Email, Phone Number): **William Spalding, Assistant Superintendent of Educational Services,** **wspalding@wusd.k12.ca.us; (916)375-7600 ext.1303**   LCAP Year:**_2014__**

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
Over the course of the year, the District has worked to provide multiple opportunities for stakeholder engagement in the development of the Local Control and Accountability Plan (LCAP). A data gathering activity was consistently utilized to capture written feedback and priority concerns from all stakeholder groups. An online survey provided another type of opportunity for individuals to identify their priorities and give comments as well as providing a tool for the district to	Through the Stakeholder Engagement process, the district has gotten a clear and consistent message about the concerns and interests of our community. Several themes have emerged and been incorporated into the Goals, Actions and Services that have been identified in the LCAP. The conversations and discussions with all the groups have led to the development of five overarching goals that encompass the critical work of the district. The actions and services to support these goals, as

Involvement Process	Impact on LCAP
aggregate the data and identify trends. **Participation by site English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC):** • October 23, 2013: Early in the school year, a district wide ELAC parent meeting was held for EL parents from all district schools. The main purpose of the meeting was to acquaint parents of English learners with the changes to funding with LCFF and the new planning requirements with the LCAP. • October 30, 2013: The DELAC had its first regular meeting of the year at which the members received additional information about their role in the LCAP development process. The district determined to maintain the DELAC as the EL parent committee required for the LCAP. • January 22, 2014: The DELAC provided specific input on their concerns within the 8 State priorities • March 26, 2014: DELAC reviewed the District LCAP goals and provided feedback. • May 28, 2014: DELAC will review the draft LCAP before it goes to the Board for approval in June. **Superintendent's Advisory Committee:** • December 17, 2013: The SAC got the first look at the presentation that was being planned for the upcoming Community Forums and provided feedback • February 18, 2014: The SAC participated in the same activity that was used at the forums to gather input data for the LCAP. **Parent/Community Forums:** The district held several open community forums for all interested stakeholders to get information about the changes to both funding and planning and to provide input around the three focus areas of the LCAP - Conditions of Learning, Pupil Outcomes, and Engagement. Invitations were issued through Parentlink as well as flyers to the sites and information in site newsletters. Information was available in English, Russian and Spanish. Home School Liaisons attended all meetings to help with translation needs. Outreach to foster	described in the following sections, were informed by the interests and concerns of our community and staff. **Impact on Goal 1: 21st Century Skills** We heard that parents want their children to be able to compete in the workplace when they leave our schools. They want them to access and use the technology tools that are now available and to be prepared for online assessments. While academic rigor is key, they want to know that students who are struggling will have support and that students who are accelerated learners will be challenged. Teachers also are concerned that technology is available to support instruction and that students with learning challenges have interventions and support. **Impact on Goal 2: Educational Opportunities** One strong message we heard was about the need for options and multiple pathways for students. The community clearly wants more choices in Career and Technical Education courses, Visual and Performing Arts offerings and World Languages. Equitable access across all schools was a common concern. Connection to real world application of skills through internships and work experience was seen to be a key factor in student engagement in their coursework. **Impact on Goal 3: High Quality Teaching and Learning** Parents want to know that their students will have highly trained, well-prepared teachers at all levels and for all courses. They want to make sure that parents will also have opportunities to learn about CCSS and how to help their children to succeed. Technology is seen as a critical element to help with ongoing assessment, as well as with instruction and instructional planning. Staff recognizes a need for additional supports for teachers to undertake the work of Common Core - not only for initial professional development, but also for ongoing coaching and

Involvement Process	Impact on LCAP
youth and parents resulted in their participation in many of the input opportunities. • January 16, 2014 - River City High School • January 21, 2014 - Westmore Oaks Elementary • January 30, 2014 - Riverbank Elementary • February 18, 2014 - District Office **LCAP Parent Advisory Committee (LCAP PAC):** At each Parent/Community forum, participants were asked to indicate their interest and availability to participate in an ongoing LCAP PAC. Through this process, a committee was established which includes a cross-section of parents representing all of the schools and each of the targeted groups (EL, low income, foster youth) as well as representatives from the significant subgoups in the district. Meetings were schedule and agendas established to allow the committee to learn more about the LCAP and participate in the development of the goals, actions and services. • March 25, 2014: Focus on the role of the committee and an overview of the LCAP template with emphasis on Section 1 - Stakeholder Engagement - a review of all of the input coming out of the parent and staff forums was presented • April 8, 2014: Focus on Section 2 - Draft goals were presented by Ed Services staff for feedback • May 6, 2014: Focus on Section 3 - Draft actions/services were presented by Ed Services staff for feedback • May 20, 2014: Focus on Section 3 - Actions/services and expenditure to be reviewed • June 3, 2014: Review of draft of complete LCAP document to be taken to the Board on • June 12, 2014 for public hearing. **Staff Forums:** While staff was also notified of the Community Forums, several opportunities were provided specifically to inform staff of the changes and get their input regarding the important focus areas of the • LCAP January 29, 2014: EL Intervention Specialists from all	collaboration. **Impact of Goal 4: School Climate** Perhaps the number one priority we heard from parents and staff alike was safety. Everyone wants schools that are safe and secure and facilities that are equitable across the district. Parents and teachers want students who are engaged in their learning. At every session, we heard concerns for students who need socio-emotional support or who need to be connected to other services. The need for outreach to students at risk due to problems with attendance or behavior was recognized as critical. We also heard that we should be looking at alternatives to traditional discipline approaches which take students out of school. **Impact on Goal 5: Parent Engagement** Parents told us clearly that we need to do a better job of communicating with our families. They would like to see a variety of opportunities and ways for parents to get involved. Parents also need educational opportunities to learn more about how to support their children. We need to use technology and social media in new and better ways. We often heard that the community doesn't hear enough about the good things that are going on in the district.

Involvement Process	Impact on LCAP
school sites • March 5, 2014: WUSD Leadership team • March 6, 2014: Curriculum Council, which is made up of both staff and community members • March 20, 2014: A staff forum was held at River City for all interested certificated and classified staff • March 24, 2014: District Technology Advisory Committee (DTAC) meeting • April 7, 2014: Meeting with WTA Leadership • April 16, 2014: Meeting with CSEA Leadership **Online Survey:** An online LCAP survey was developed and posted on the district website from March 24 - April 11, 2014. Parentlink was used to notify families both through phone and email of the opportunity to take the survey, which was available in English, Spanish and Russian. Staff also was provided with the survey link through email. The district received 340 responses, about 2/3 from parents and 1/3 from staff. **Community input Sessions:** While not established specifically for LCAP input, the Superintendent determined to hold community input meetings to gather information from community stakeholders about the viability of putting a school bond on the ballot. The interests and concerns that have been voiced in these sessions have given the district additional timely data about district needs and support the goals and actions that have been identified in the LCAP. • April 28, 2014 • May 5, 2014 • May 12, 2014 • May 19, 2014	

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	
Identified Needs: Demands of 21st Century world of work • Historical performance on standardized tests, particularly among students from poverty and English learners • API subgroup data showed subgroups behind the average for other groups • Regular data meetings in grade-level teams	**Strategic Goal 1. 21st Century Skills:** *Students Will demonstrate essential skills including authentic literacy; skillful reading and writing; computational and problem solving skills; critical thinking; inquiry and investigation; presentation and persuasion;*	All	All		Progress as indicated in Tactical Goals 1.1 – 1.5 that follow	Progress as indicated in Tactical Goals 1.1 – 1.5 that follow	Progress as indicated in Tactical Goals 1.1 – 1.5 that follow	Basic; Pupil achievement; Other pupil Outcomes Support Common Core Towards College and Career Pathways; Pursue Educational, Informational And Operational Technology Initiatives; Focus Resources to Support Career Technical Education and Visual and

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	
revealed that students identified as being behind are not catching up • Need to increase college eligibility through A-G, AP exam results and SAT scores. • Concern with number of Long-term English learners and need to Improve reclassification rate Board priorities Metrics to be used: • Performance on standardized tests (when available) • Scores on Academic Performance Index (when available) • Number and percent students identified as	*communication and collaboration; and citizenship. Students will graduate from WUSD college and career ready, prepared for independent living, citizenship and lifelong learning.*							Performing Arts; Foster a Culture of High Expectations;

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	
college and career ready • Share of students determined to be prepared for college by the Early Assessment Program (EAP) • Share of students completing UC A-G coursework • Share of English learners that become English proficient • EL reclassification rate • Share of students that pass Advanced Placement (AP) exams with 3 or higher • CAHSEE 10th grade passing rate in ELA and Math • Student access to standards-aligned instructional materials								

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	
Performance on state Standardizes assessments.	**Tactical Goal 1.1** Lessons are designed to build college and career readiness. Revisions to instructional plans and coursework, especially at the middle grades and secondary level, lead to college and career readiness for all students. Transitions to middle and high school are supported. Standards-aligned materials are provided to support instruction.	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	All		• Define academic and career and college pathways at RCHS as "majors". Students "declared" in a major comprise 15% of student population. • Students enrolled in courses meeting UC A-G requirements comprise 50% of student population. • Common core aligned materials are identified and utilized to support student learning.	• Define academic and career and college pathways at RCHS as "majors". Students "declared" in a major comprise 20% of student population. • Students enrolled in courses meeting UC A-G requirements comprise 65% of student population. • Student enrollment in A-G course of study among sub-groups is proportional to each group's representation among the student population. • Common core aligned materials are identified and utilized to support student learning.	• Define academic and career and college pathways at RCHS as "majors". Students "declared" in a major comprise 25% of student population. • Students enrolled in courses meeting UC A-G requirements comprise 80% of student population. • Student enrollment in A-G course of study among sub-groups is proportional to each group's representation among the student population. • Common core aligned materials are identified and utilized to support student learning.	Basic; Pupil achievement; Other pupil outcomes Support Common Core towards college and career pathways; Foster a culture of high expectations

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	
Performance on state standardized assessments. CAHSEE pass rates.	**Tactical Goal 1.2** Students in all subgroups will improve achievement and attain expanded outcomes to close the gap between subgroups and other students. Targeted interventions will be provided based on assessed needs.	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	All		Push-in, pull-out, or regrouping interventions are provided to identified low-performing students in numeracy and literacy to bring students' skills up to grade-level. Grade level proficiency in E/LA and Mathematics on state assessments to grow by 3%. CAHSEE pass rates in E/LA and Mathematics improve by 3%.	Push-in, pull-out, or regrouping interventions are provided to identified low-performing students in numeracy and literacy to bring students' skills up to grade-level. Grade level proficiency in E/LA and Mathematics on state assessments to grow by 3%. CAHSEE pass rates in E/LA and Mathematics improve by 3%.	Push-in, pull-out, or regrouping interventions are provided to identified low-performing students in numeracy and literacy to bring students' skills up to grade-level. Grade level proficiency in E/LA and Mathematics on state assessments to grow by 3%. CAHSEE pass rates in E/LA and Mathematics improve by 3%.	Pupil achievement Support Common Core towards college and career pathways
	Tactical Goal 1.3: All English learners will participate in English language development instruction	English learners	All		Percent of EL students making annual progress in English will increase to meet the state target (AMAO 1). Percent of EL students attaining	Percent of EL students making annual progress in English will increase to meet the state target (AMAO 1). Percent of EL students attaining	Percent of EL students making annual progress in English will increase to meet the state target (AMAO 1). Percent of EL	Pupil achievement Support Common Core towards college and career pathways

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	
	based on the CA ELD Standards. Instruction will include both designated and integrated ELD. All content area instruction will be specially-designed to address the language and academic needs of English learners.				English proficiency after 5 years will increase to meet the state target (AMAO 2). Redesignation rate of EL students to fluent-English proficient will increase by 1%.	English proficiency after 5 years will increase to meet the state target (AMAO 2). Redesignation rate of EL students to fluent-English proficient will increase by 1%.	students attaining English proficiency after 5 years will increase to meet the state target (AMAO 2). Redesignation rate of EL students to fluent-English proficient will increase by 1%.	
API Improvement State standardized assessments results College and Career Ready as measured by EAP pass rates, AP pass rates	**Tactical Goal 1.4:** Monitor student growth in 21st Century skills	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with			Develop matrix for monitoring acquisition of 21st Century skills. Establish baseline for current student performance. Engage students and families in discussions about student performance and implications for future instruction and coursework. API targets	Improve percent of students meeting district criteria for 21st Century skills development. Meet or exceed API targets per school and district wide. Grade level proficiency in E/LA and Mathematics on state	Improve percent of students meeting district criteria for 21st Century skills development. Meet or exceed API targets per school and district wide. Grade level proficiency in E/LA and Mathematics on state assessments to grow by 3%.	Pupil achievement; Other pupil outcomes Support Common Core towards college and career pathways

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	
		disabilities; Foster youth			established. Grade level proficiency in E/LA and Mathematics on state assessments baseline established. EAP pass rates grow by 3%. AP pass rates grow by 3%.	assessments to grow by 3%. EAP pass rates grow by 3%. AP pass rates grow by 3%.	EAP pass rates grow by 3%. AP pass rates grow by 3%.	
	Tactical Goal 1.5: Ensure that all students have access to 21st century technology, curriculum and instruction.	All	All		Increase the number of students receiving *technology-based* instruction and curriculum that supports Common Core Standards and Digital Citizenship skills to 33% All students have access to current and Common-Core aligned materials for E/LA and Mathematics.	Increase the number of students receiving *technology-based* instruction and curriculum that supports Common Core Standards and Digital Citizenship skills to 66% All students have access to current and Common-Core aligned materials for E/LA and Mathematics.	Increase the number of students receiving *technology-based* instruction and curriculum that supports Common Core Standards and Digital Citizenship skills to 100% All students have access to current and Common-Core aligned materials for E/LA and Mathematics.	Pupil achievement Support Common Core towards college and career pathways

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	
Identified Need: • Demands of the 21st Century world of work • Regional economic outlook, job forecasts, and studies for the Greater Sacramento Area • Research on student achievement and the role of the arts • Under-representa-tion among certain populations in a rigorous course of study • Enrollment in advanced placement courses does not match the population profile of the community. • The number of students passing the Early Assessment Program (E A P) tests in both English	**Strategic Goal 2. Educational Opportunities:** *Students will access a broad course of study, with multiple opportunities and options for future vocation. In addition to core subjects, offerings in our schools will include Career and Technical Education (CTE) pathways; Visual and Performing Arts; high-level Mathematics, high-level laboratory and applied Sciences; and World Languages*	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomic ally disadvantaged; English learners; Pupils with disabilities; Foster youth	All		Progress as indicated in Tactical Goals 2.1 - 2.7 that follow	Progress as indicated in Tactical Goals 2.1 - 2.7 that follow	Progress as indicated in Tactical Goals 2.1 - 2.7 that follow	Course access Support Common Core towards college and career pathways; Focus resources to support Career & Technical Education and Visual & Performing Arts; Pursue educational, informational, and operational technology initiatives;

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	
Language Arts and Mathematics, the number of students passing the Advanced Placement (AP) tests with a 3 or better, and the number of offered STEM (Science, Technology, Engineering, and Math) courses leading to STEM careers can be improved. • Community interest in increased pathway choices for students and opportunities for real world applications. Board priority **Metrics to be used:** • Student access and enrollment in all required courses of study • Increase in CTE								

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	
pathway options Student participation in CTE pathways • Pathway completion rates through capstone courses • Student access to mobile devices • Increase in VAPA offerings at all sites Student participation in VAPA courses •Student participation in World Language and bilingual programs • Students completing "Seal of Biliteracy" • Student participation in high level math and science coursework								
	Tactical Goal 2.1: Students who are typically	All; Ethnic Group: Black or African	All		Continue AVID program in grades 6-12 with 3 teachers per site	Evaluate the effect of AVID programs on the college acceptance rates of its	Evaluate effect of increased training on AVID program and its support of	Course access Support Common Core towards college and

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	
	underrepresented in university enrollments will have opportunities to participate in programs of support, such as AVID or an equivalent, in order to maximize their level of college and career readiness. The district will develop systems of college and career planning using specialized tools, such as Naviance.	American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			attending the summer institute. Comprehensive college and career guidance and student portfolio program procured and implemented for students in grade 9.	participants; continue AVID program in grades 6-12 with 3 teachers plus an administrator attending the summer institute. Comprehensive college and career guidance and student portfolio program procured and implemented for students in grades 8, 9 and 10.	underrepresented students. Comprehensive college and career guidance and student portfolio program procured and implemented for students in grades 6, 7, 8, 9, 10 and 11.	career pathways
	Tactical Goal 2.2: Develop Career and Technical Education (CTE) programs throughout the	All	All		• Course pathways and capstone course fully defined for Engineering/Design; Robotics; and Video Production programs.	• Course pathways and capstone course fully defined for Web Design; Culinary; and Construction Tech programs. • Bryte facility opened	• Course pathways and capstone course fully defined for Computer Information Systems program. • Place third CTE	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts

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	
	district with curriculum pathways, capstone courses, certification, and "linked learning" internship placement.				• Bryte facility developed and prepared for 2015-16 occupation with Construction Tech and Culinary programs. • Student participation in seven signature CTE pathways will increase by 5%.	and functional for Construction Tech and Culinary programs. • Student participation in expanded signature CTE pathways will increase by 5%. • Prepare for placement of additional C T E pathway at Bryte facility (Biomedical or Green Tech). • Increase pathway completion through capstone course by 5%. • Student subgoups will be proportionately represented among student participation in CTE pathways.	pathway at Bryte facility Biomedical or Green Tech). • Student participation in expanded signature CTE pathways will increase by 5 % • Increase pathway completion through capstone course by 5% Student subgoups will be proportionately represented among student participation in CTE pathways. Students "declared" in a pathway demonstrate ELA and Math proficiency at rates at or above the general student	

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	
							population. • Establish "linked learning" opportunities for 10% of "declared" students in signature C T E pathways.	
	Tactical Goal 2.3: Ensure that all students have access to state-of-the-art learning tools, including mobile devices, for daily use in the classroom.	All	All		12% of all students will have access to a mobile device (Year 1 of a 4-year deployment)	41% of all students will have access to a mobile device (Year 2 of a 4-year deployment)	70% of all students will have access to a mobile device (Year 3 of a 4-year deployment)	Course access Pursue educational, informational and operational technology initiatives
	Tactical Goal 2.4: Ensure that all students have access to high quality A-G compliant online digital curriculum.	All	All		Establish base line data of students participating in online A-G curriculum.	Increase number of students accessing online A-G curriculum by 5%.	Increase number of students accessing online A-G curriculum by 5%.	Course access Pursue educational, informational and operational technology initiatives

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	
	Tactical Goal 2.5: Students in grades TK -12 will receive equitable and regular instruction in Visual and Performing Arts (VAPA); Sufficient instructional space will be provided for the VAPA program TK-12.	All	All		• Increase access to regular, leveled VAPA instruction from 4 years to 6 years in the music strand • Deliver visual and performing arts standards-driven instruction in dance, theater, music, and visual arts to all 4th and 5th graders in the district • Adjust grade 6-8 master schedules to provide leveled instruction in band to feed into high school program	• Increase access to regular, leveled VAPA instruction from 6 years to 7 years in the music strand; introduce the middle school art strand • Deliver visual and performing arts standards-driven instruction in dance, theater, music, and visual arts to all 4th and 5th graders in the district; expand into TK-3 grades • Adjust grade 6-8 master schedules to provide leveled instruction in two VAPA strands to feed into high school program	• Increase access to regular, leveled VAPA instruction from 7 years to 9 years; further develop the middle school art strand; plan for theater and dance strands • Deliver visual and performing arts standards-driven instruction in dance, theater, music, and visual arts to all 4th and 5th graders in the district; expand further into TK-3 grades • Adjust grade 6-8 master schedules to provide leveled instruction in three VAPA strands to feed into high school program	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts

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	
	Tactical Goal 2.6: Expansion of world languages program at the high school and in the K-8 programs. Enhanced bilingual or dual immersion programs.	All; English learners	All		• Program offerings at River City High School will include advanced courses in Chinese and Russian, in addition to the currently offered advanced French and Spanish courses • Extend Elkhorn Bilingual program to include L1 instruction into 4th grade content Continue and expand after-school Spanish language instruction at Southport Elementary • Increase number of student enrolled in world languages at River City High School by 5% • Establish baseline figures for enrollment in world languages by	• Develop policy, procedures and criteria for students to obtain Seal of Biliteracy upon graduation • Extend Elkhorn Bilingual program to include L1 Spanish language instruction in 5th grade content. • Expand Kindergarten classes offering bilingual instruction by one class. • Continue after-school Spanish language instruction at Southport. Expand program to one other school site. • Increase the number of students enrolled in world languages at River City High School by 5%. • Student subgoups	• Implement Seal of Biliteracy, providing opportunity for students to demonstrate Biliteracy through objective criteria, and to obtain the seal upon graduation. • Extend Elkhorn Bilingual program to include L1 Spanish language instruction into 6th grade content. Develop program plan for Spanish Dual Language Immersion model for Elkhorn or alternative K – 8 site. • Increase number of students enrolled in world languages at River City High School by 2%. • Student subgroups	Course access

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	
					representation by student groups to set targets for proportional representation.	will be proportionately represented among student participation in world languages courses.	will be proportionately represented among student participation in world languages courses.	
	Tactical Goal 2.7: All students will have access to course pathways that include high-level math and science courses.				Pass rates in EAP, AP, and STEM courses will increase by 10% each year. Enrollment profile will improve by 20%.	Pass rates in EAP, AP, and STEM courses will increase by 10% each year. Enrollment profile will improve by 20%.	Pass rates in EAP, AP, and STEM courses will increase by 10% each year. Enrollment profile will improve by 20%.	Course access
Identified Needs: • Implementation of the Common Core State Standards, the CA ELD Standards, and the Next Generation Science Standards adopted by California • Preparation of students for the	**Strategic Goal 3. High Quality Teaching and Learning:** *Students will become college and career ready through high quality instruction in the Common*	All	All		Progress as indicated in Tactical Goals 3.1 - 3.7 that follow	Progress as indicated in Tactical Goals 3.1 - 3.7 that follow	Progress as indicated in Tactical Goals 3.1 - 3.7 that follow	Basic; Implementation of State Standards CCSS towards College and Career Pathways; CTE and VAPA; Technology; High Expectations;

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	
demands of the 21st Century world of work • Training on research-based effective instructional practices, including strategies for English learners in all content areas • Improvement of student outcomes based on District data regarding student academic achievement, including the achievement gap with particular sub-groups of students • Regular data meetings in grade-level teams reveal that students identified as being behind are not catching up. • Increase access to	*Core standards. Students will learn through robust inquiry; collaboration; problem- and project-based learning; and skillful and appropriate use of technology. Ongoing assessment of student progress will drive support and opportunities for students with learning challenges as well as for accelerated learners.*							Community Engagement

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	
technology based on surveys and feedback on the current state of technology use • Need for additional support for English learner success, particularly at most impacted sites • Need to more closely monitor the language acquisition process of EL students and improve reclassification rates • WUSD Board Priorities **Metrics to be used:** • Percent of Highly Qualified Teachers • Rate of teacher misassignment • BTSA completion rates • Documentation of student access to standards-aligned								

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	
materials • Monitoring of implementation of CCSS and NGSS for all students, including English learners • Monitoring of implementation of CA ELD Standards for all English learners • Monitoring of teacher participation in professional development activities in support of CCSS/ELD/NGSS instruction								
	Tactical Goal 3.1: Students receive high quality instruction in current state standards from highly trained, coached, and supported classroom teachers.	All	All		• Coaching and professional development in Common Core State Standards (CCSS) will continue; training for teachers in Next Generation Science Standards (NGSS) will begin for 6-8 Science teachers. • Full and effective	• Coaching and professional development will continue for CCSS and NGSS (gr 6-8); training for TK-5 and 9-12 in NGSS will begin. • Full and effective implementation of Common Core standards-aligned content and	• Coaching and professional development will continue for CCSS and NGSS for all TK – 12 teachers. • Full and effective implementation of Common Core standards-aligned content and methodology as	Basic; Implementation of State Standards Foster a culture of high expectations; Support Common Core towards college and career pathways

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	
	District provides increased direct support to teachers to ensure Common Core and Next Generation Science Standards content and methodologies. District ensures compliance with Title II HQT and State credential				implementation of Common Core standards-aligned content and methodology as recorded in regular observational data conducted at all sites, at all levels. • Professional development and direct coaching of teachers increases by 40%. • Formative assessments developed for students at four grade levels • Monitor teacher credentialing and content requirements (HQT and misassignment) to ensure minimal teaching assignments	methodology as recorded in regular observational data conducted at all sites, at all levels. • Professional development and direct coaching of teachers increases by 15%. • Formative assessments developed for students at six additional grade levels. • Monitor teacher credentialing and content requirements (HQT and misassignment) to ensure minimal teaching assignments outside federal and state regulations.	recorded in regular observational data conducted at all sites, at all levels. • Formative assessments in place for students at all grade levels. • Increase student proficiency as measured on CAASPP by 5%. • Monitor teacher credentialing and content requirements (HQT and misassignment) to ensure minimal teaching assignments outside federal and state regulations.	

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	
	Tactical Goal 3.2: Beginning teachers will be provided an accredited two-year induction and support program to expedite their proficiency in effective teaching, classroom management, and addressing the needs of English learners, children in poverty, foster youth, students with disabilities and other groups.	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth			Modify current two-year induction and support program ("BTSA") to use the most current version of the Formative Assessment System (FAS) from the New Teacher Center. Add a Program Specialist to increase rigor and monitoring of progress of new teachers and their support providers. Reduce the number of new teachers each support provider is serving to maintain and one-to-one ratio.	Review progress made by completing the BTSA Biennial Report to the California Commission on Teacher Credentialing (CTC) to include clear vision statement and our progress in implementing the revised English Language Development (ELD) component required as of January 2015.	Act on any recommendations from CTC in regard to our BTSA Biennial Report of progress; review effectiveness of ELD implementation and reduced ratio of number of new teachers to support providers and modify program as needed.	Basic Foster a culture of high expectations
	Tactical Goal 3.3: Students will be taught by	All	All		Job-embedded professional development and increased, targeted	Review progress of Year 1 and refine program, modifying	Review progress of Years 1 and 2 and refine program further, modifying	Basic; Implementation of State Standards

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	
	teachers who are receiving training and coaching in instructional planning and in aligned strategies such as methods of robust inquiry, problem-based learning, writing strategies and collaboration in order to be effective in teaching the state standards (CCSS, ELD, and NGSS). Teachers will receive training on differentiating instruction both for gifted learners and for				1:1 coaching to ensure teachers are skilled in using instructional strategies designed to reach all learners and lower barriers to learning, and in using best-known strategies for good first instruction. Professional development and coaching will continue in regard to collaborative learning strategies that result is greater Depths of Knowledge (DOK) (levels 3 & 4). Explore, develop or refine options for gifted learners in TK-12, such as GATE, International Baccalaureate, concurrent high school/college enrollment.	professional development program and adding additional coaches as needed. Student performance on Smarter Balanced Assessment Consortium (SBAC) examination questions requiring DOK 3 and 4, and on periodic measures of growth, will be reviewed from the perspectives of content knowledge, language proficiency, and reading skills; professional development and coaching will be maintained or increased as needed. Initial implementation or further development of programs for gifted learners in TK-12, such as GATE,	professional development program and adding additional coaches as needed. Student performance on Smarter Balanced Assessment Consortium (SBAC) examination questions requiring DOK 3 and 4, and on periodic measures of growth, will be reviewed from the perspectives of content knowledge, language proficiency, and reading skills; professional development and coaching will be maintained or increased as needed. Implementation of district- developed	

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	
	learners needing additional assistance.					International Baccalaureate, concurrent high school/college enrollment.	programs for gifted learners in TK-12, such as GATE, International Baccalaureate, concurrent high school/college enrollment.	
	Tactical Goal 3.4: Student progress towards college and career readiness will be monitored using an interactive system of data collection, structured observations, collaborative teacher reflections focused on strategic interventions and	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	All		Specially-trained teachers on special assignment (TOSAs) will facilitate grade-level and subject-area planning meetings at all sites using a system of capturing and disaggregating data measuring student progress. Follow-up coaching will be provided.	In addition to the planning meetings and TOSA support, a directory of expertise is developed composed of site-based teacher experts (SBTEs) to develop further capacity in all teachers.	TOSA and SBTE modeling and coaching continues for new teachers and experienced teachers.	Implementation of State Standards Support Common Core towards college and career pathways

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	
	differentiation for all students, including gifted learners and learners needing additional assistance.							
	Tactical Goal 3.5: Focus district efforts and direct support and services to English learners. Provide teachers with necessary training and coaching to implement effective teaching strategies to implement the CA ELD Standards and the CCSS for ELA/Literacy	English learners	All		Additional EL Intervention Specialist time will improve and increase opportunities for designated ELD instruction and targeted sites. 25% of district teachers will have participate in training on the CA ELD Standards. Teachers will receive coaching and support as needed to implement in their classes.	Additional EL Intervention Specialist time will improve and increase opportunities for designated ELD instruction and targeted sites. 50% of district teachers will have participated in training on the CA ELD Standards. Teachers will receive coaching and support as needed to implement in their classes.	Additional EL Intervention Specialist time will improve and increase opportunities for designated ELD instruction and targeted sites. 100% of district teachers will have participated in training on the CA ELD Standards. A system of coaching and support will be in place to improve the use of effective ELD strategies and build on teacher	Implementation of State Standards

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	
	across all subjects to support the language acquisition and academic success of ELs. Monitor the progress of ELs and provide programs and services as needed.						collaboration.	
	Tactical Goal 3.6: Provide unified direction to all efforts and initiatives in support of underserved students, English learners, students in poverty, and foster youth through strategic planning,	Socioeconomically disadvantaged; English learners; Foster youth	All		Increase in the percentage of targeted students meeting CCSS standards and College and Career Ready criteria.	Increase in the percentage of targeted students meeting CCSS standards and College and Career Ready criteria	Increase in the percentage of targeted students meeting CCSS standards and College and Career Ready criteria.	Implementation of State Standards Support Common Core towards college and career readiness

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	
	monitoring and accountability for student outcomes.							
	Tactical Goal 3.7: Students will have access to extended learning opportunities such as before/after school programs and summer school for intervention and support of students needing additional assistance in accessing Common Core. High leverage strategies and appropriate support	All; Ethnic Group: Black or African American; Socioeconomically disadvantaged; English learners; Pupils with disabilities; Foster youth	All		All sites will identify students in need of additional supports, provide before/after school services and monitor student outcomes. The district will plan for re-establishing an Intervention/ ELD summer school for the summer of 2015.	All sites will identify students in need of additional supports, provide before/after school services and monitor student outcomes. The district will evaluate the summer program and plan and implement an Intervention/ELD summer school for the summer of 2016.	All sites will identify students in need of additional supports, provide before/after school services and monitor student outcomes. The district will evaluate the summer program and plan and implement an Intervention/ELD summer school for the summer of 2017.	Implementation of State Standards Support Common Core towards college and career pathways

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	
	materials will be used to close skill gaps. School libraries and computer labs will be available for before and after school use.							
Identified Need: • Students need a safe, secure, and healthy environment that promotes respect, responsibility, and safety to ensure full engagement and success • School climate data indicates improvements as well as areas of need as a result of district ongoing initiatives and the BEST program • Impact of outreach efforts on student attendance,	**Strategic Goal 4. School Climate:** *Students will attend schools that are safe, secure, healthy, nurturing, and supportive to ensure each student's full engagement and success. The district is committed to providing high quality facilities for learning an a school environment that promotes respect,*	All	All		Progress as indicated in Tactical Goals 4.1 - 4.5 that follow	Progress as indicated in Tactical Goals 4.1 - 4.5 that follow	Progress as indicated in Tactical Goals 4.1 - 4.5 that follow	Basic; Pupil engagement; School climate Refine Policies that Support Healthy/Safe /Secure Environments; Community Engagement

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	
graduation and dropout rates establishes need for more service • Need for improved data on foster youth and increased and improved services to target their specific needs • Board priority **Metrics to be used:** • Student suspension rates • Student expulsion rates • School attendance rates • Chronic absenteeism rates • Middle school dropout rates • High school dropout rates • High school graduation rates • Retention rates	*responsibility and safety.*							

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	
• CHKS data • Discipline data • PBIS data/SWIS data • Student, staff and parent Surveys • Facilities in good repair								
	Tactical Goal 4.1: Increase attendance of all students.	Socioeconomically disadvantaged	All		5% decrease in the overall chronic absenteeism rates. Increase attendance by 1%. Decrease high school and middle grades dropout rate by 2% Decrease retention rates by 3%.	5% decrease in the overall chronic absenteeism rate Increase attendance by 1%. Decrease high school and middle grades dropout rate by 2% Decrease retention rates by 3%.	5% decrease in the overall chronic absenteeism rate Increase attendance by 1%. Decrease high school and middle grades dropout rate by 2% Decrease retention rates by 3%.	Pupil engagement; School climate Refine policies that support healthy/safe/secure environments
	Tactical Goal 4.2: Decrease rates of suspension and expulsion for students, "mirroring" the general population.	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically	All		10% decrease in the overall suspension/expulsion rate	10% decrease in the overall suspension/expulsion rate	10% decrease in the overall suspension/expulsion rate	Pupil engagement; School climate

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	
		disadvantaged; English learners; Pupils with disabilities; Foster youth						
	Tactical Goal 4.3: Increase promotion and graduation rates for all students.	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners	All		2% increase in 8th grade promotion rate and high school graduation rate	2% increase in 8th grade promotion rate and high school graduation rate	2% increase in 8th grade promotion rate and high school graduation rate	Pupil engagement; School climate Refine policies that support healthy/safe/secure environments
	Tactical Goal 4.4: Increase district support and services to foster youth to promote academic and socio-economic	Foster youth	All		Establish a system of communication and support for foster youth and their advocates to promote greater academic and socioeconomic success.	Continue a system of communication and support for foster youth and their advocates to promote greater academic and socio-economic success.	Continue a system of communication and support for foster youth and their advocates to promote greater academic and socio-economic success.	Pupil engagement; School climate Refine policies that support healthy/safe/secure environments

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	
	growth.							
	Tactical Goal 4.5: Improve the educational, health and social outcomes for students and their families. Ensure safe and secure school facilities	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners; Pupils with disabilities	All		Support students and families in gaining access to additional resources needed to be successful. Ensure safe and secure facilities. Reduce behavioral incident rates (measured by SWIS) by 5%. Increase measures of student sense of safety on campus (CHKS) by 3 % Establish metrics for parent engagement and confidence in schools.	Support students and families in gaining access to additional resources needed to be successful. Ensure safe and secure facilities. Reduce behavioral incident rates (measured by SWIS) by 5%. Increase measures of student sense of safety on campus (CHKS) by 3% Increase measures of parent engagement and confidence by 3% (survey)	Support students and families in gaining access to additional resources needed to be successful. Ensure safe and secure facilities. Reduce behavioral incident rates (measured by SWIS) by 5%. Increase measures of student sense of safety on campus (CHKS) by 3% Increase measures of parent engagement and confidence by 3% (survey)	Basic; Pupil engagement; School climate Refine policies that support healthy/safe /secure environments; Foster a culture of high expectations
Identified Need: • Parent input on needs and communication challenges	**Strategic Goal 5. Parent Engagement:** *Parents will be positively*	All	All		Progress as indicated in Tactical Goals 5.1 - 5.3 that follow	Progress as indicated in Tactical Goals 5.1 - 5.3 that follow	Progress as indicated in Tactical Goals 5.1 - 5.3 that follow	Parent involvement Community Engagement; Healthy/Safe

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	
• Current and historical parent participation rates • Impact of Common Core on academic rigor and advanced concepts • Research that demonstrates the link between parent involvement and student success • Board priority **Metrics to be used:** • Documented efforts to seek parent input • District and school activities to promote parental participation, especially in programs for low income, EL and foster youth and other special needs populations • Participation of parents in	*engaged in the learning process for their children and in the life of the school. The district is committed to meaningfully involving parents in all aspects of education, providing support and capacity to parents to assist their children developmentally and academically, and helping parents navigate the system of school. advocate for their children, and*							/Secure; CCSS towards College and Career; Technology

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	
workshops, meetings and advisory groups • Membership in parent organizations • Parent surveys and workshop evaluations • Increased use of technology to communicate with parents through a variety of social media formats and websites	*prepare their children for life beyond school.*							
	Tactical Goal 5.1: Coordinate and improve direct parent outreach services, district communication, advocacy, and parent education. Harness social media formats for	All; Ethnic Group: Black or African American; Ethnic Group: Hispanic or Latino; Socioeconomically disadvantaged; English learners;	All		Establish criteria and baseline data for current parent engagement. Increase in the number of parents participating in school and district activities. Increase in number of parents and students connected with the district through social media.	Increase in the number of parents participating in school and district activities. Increase in number of parents and students connected with the district through social media.	Increase in the number of parents participating in school and district activities. Increase in number of parents and students connected with the district through social media	Parent involvement Community engagement

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	
	better and more ongoing communication and work with news media to provide positive information on schools.	Pupils with disabilities; Foster youth						
	Tactical Goal 5.2: Increase regular and effective communication and support with non-English speaking parents and families	English learners	All		• Establish baseline data for EL parent participation • Establish baseline data for EL parent communication – how and when are parents contacted. • Add a second PIQE session at another site • Provide the Latino Family Literacy Project series at all 5 sites that have been trained; train teachers at one additional site	5% increase in EL parent participation based on district Metric 10% increase in effective EL parent communication based on district metric. Continue to offer two PIQE Institutes Continue to offer Latino Family Literacy Project at elementary sites	10% increase in EL parent participation based on district metric 15% increase in effective EL parent communication based on district metric. Continue to offer two PIQE Institutes Continue to offer Latino Family Literacy Project at elementary sites	Parent involvement Community engagement

| 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	
	Tactical Goal 5.3: Increase two-way communication between the educational community and parents through the use of digital tools as per Goal 4.5b of the WUSD Technology Plan.	All	All		All parents and families will see an increase in the number of channels in which the educational community teachers, schools, and district) will communicate using digital tools.	All parents and families will see an increase in the frequency of the use of a variety of digital tools to communicate with the educational community.	All parents and families will receive ongoing and regular communication using digital tools with the educational community.	Parent involvement Community engagement

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**
Tactical Goal 1.1 Lessons are designed to build college and career readiness. Revisions to instructional plans and coursework, especially at the middle grades and secondary level, lead to college and career readiness for all students. Transitions to middle and high school are supported. Standards-aligned materials are provided to support instruction.	Basic; Pupil achievement; Other pupil outcomes Support Common Core towards college and career pathways; Foster a culture of high expectations	Acquire high Quality standards aligned instructional materials and resources for all students.	LEA - wide		Purchase standards-aligned materials as identified by grade level needs: $545,000 **Funding Source:** CCSS Implementation Funds (Yr 1 only); LCFF Base (Instr. Materials), Instr. Materials (Lottery)	Purchase standards-aligned materials as identified by grade level needs: $370,000 **Funding Source:** CCSS Implementation Funds (Yr 1 only); LCFF Base (Instr. Materials), Instr. Materials (Lottery)	Purchase standards-aligned materials as identified by grade level needs: $370,000 **Funding Source:** CCSS Implementation Funds (Yr 1 only); LCFF Base (Instr. Materials), Instr. Materials (Lottery)
Tactical Goal 1.4: Monitor student growth in 21st Century skills	Pupil achievement; Other pupil Outcomes Support Common Core towards college and career pathways	Develop interim measures and outcomes that demonstrate student readiness for all students.	LEA -Wide		Teacher release days to work on development of interim measures: $300,000 **Funding Source:** CCSS implementation Funds; LCFF base; Title II	Teacher release days to work on development of interim measures: $300,000 **Funding Source:** CCSS implementation Funds; LCFF base; Title II	Teacher release days to work on development of interim measures: $300,000 **Funding Source:** CCSS implementation Funds; LCFF base; Title II

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
Tactical Goal 1.5: Ensure that all students have access to 21st century technology, curriculum and instruction.	Pupil achievement Support Common Core towards college and career pathways	Teachers will receive the appropriate professional development to support 21st century technology tools, curriculum, and instruction, to support all students, as per the WUSD Technology Plan goals for Curriculum (section 3) and Professional Development (section 4). Yr 1: Increase teacher proficiency to 33% of teachers Yr 2: Increase Teacher proficiency to 66% of teachers Yr 3: Increase teacher proficiency to 100% of teachers	LEA - Wide		Professional development costs: $38,225 **Funding Source:** CCSS Implementation funds (Yr 1 only); LCFF base; Title II	Professional development costs: $119,330 **Funding Source:** CCSS Implementation funds (Yr 1 only); LCFF base; Title II	Professional development costs: $119,330 **Funding Source:** CCSS Implementation funds (Yr 1 only); LCFF base; Title II
Tactical Goal 1.5: Ensure that all students have access to 21st century technology, curriculum and instruction.	Pupil achievement Support Common Core towards college and career pathways	Provide Coordinator of Instructional Technology and up to two (2) Technology Teacher on Special Assignment (TOSA) over the course of the plan	LEA - Wide		Salary/Benefits for Existing Coordinator of Educational Technology: $115,627 **Funding Source:** LCFF Base	Salary/Benefits for Existing Coordinator of Educational Technology: $117,939 **Funding Source:** LCFF Base	Salary/Benefits for Existing Coordinator of Educational Technology: $120,298 **Funding Source:** LCFF Base ....

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
		to support professional development on 21st century technology tools, curriculum, and instruction, to support all students, as per the WUSD Technology Plan goals for Curriculum (section 3) and Professional Development (section 4).			Salary/benefits for 1.0 FTE Administrative Secretary II of IT/ET Support: $62,000 **Funding Source:** LCFF Base .... 1 Technology TOSA added in 2nd year	Salary/Benefits for 1.0 FTE Educational Technology TOSA: $75,991 **Funding Source:** LCFF Base .... Salary/benefits for 1.0 FTE Administrative Secretary II of IT/ET Support: $63,240 **Funding Source:** LCFF Base .... 2nd Technology TOSA added in 3rd year	Salary/Benefits for 1.0 FTE Educational Technology TOSA: $77,511 **Funding Source:** LCFF Base .... Salary/Benefits for 1.0 FTE additional Educational Technology TOSA: $75,991 **Funding Source:** LCFF Base .... Salary/benefits for 1.0 FTE Administrative Secretary II of IT/ET Support: $64,505 **Funding Source:** LCFF Base
Tactical Goal 1.5: Ensure that all students have access to 21st century technology, curriculum and instruction.	Pupil achievement Support Common Core towards college and career pathways	Implement Google Apps for Education as per WUSD Technology Plan goal 4b, to support all students. Increase teacher proficiency on cloud computing tools through	LEA - Wide		Professional development costs: $8,475 **Funding Source:** CCSS implementation Funds; LCFF base; Title II .... Cloud computing support: $350,000	Professional development costs: $9,000 **Funding Source:** CCSS implementation Funds; LCFF base; Title II .... Cloud computing support: $350,000	Professional development costs: $9,000 **Funding Source:** CCSS implementation Funds; LCFF base; Title II .... Cloud computing

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
		ongoing professional development. Yr 1: 33% of teachers; Yr 2: 66% of teachers; Yr 3: 100% of teachers			**Funding Source:** LCFF Base	**Funding Source:** LCFF Base	support: $350,000 **Funding Source:** LCFF Base
Tactical Goal 1.5: Ensure that all students have access to 21st century technology, curriculum and instruction.	Pupil achievement Support Common Core towards college and career pathways	Increase IT support to ensure access for all students to tools for technology use.	LEA - Wide		Staffing for IT Manager and IT Technician are added the 2nd year.	Salary/benefits for 1.0 FTE Network Manager (IT): $80,000 **Funding Source:** LCFF Base .... Salary/benefits for 1.0 FTE IT Technician: $60,000 **Funding Source:** LCFF Base	Salary/benefits for 1.0 FTE Network Manager (IT): $81,600 **Funding Source:** LCFF Base .... Salary/benefits for 1.0 FTE IT Technician: $60,000 **Funding Source:** LCFF Base
Tactical Goal 2.1: Students who are typically underrepresented in university enrollments will have opportunities to participate in programs of support, such as AVID or an equivalent, in order to maximize their level of college and career	Course access Support Common Core towards college and career pathways	Purchase and implement Naviance College and Career Readiness Program for grade-levels 6-12 district-wide, to support all students at these grade levels.	LEA - Wide		Cost of Naviance Program: $13,000 **Funding Source:** LCFF Base	Cost of Naviance Program: $13,000 **Funding Source:** LCFF Base	Cost of Naviance Program: $13,000 **Funding Source:** LCFF Base

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
readiness. The district will develop systems of college and career planning using specialized tools, such as Naviance.							
Tactical Goal 2.2: Develop Career and Technical Education (CTE) programs throughout the district with curriculum pathways, capstone courses, certification, and "linked learning" Internship placement.	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts	Provide administrative, instructional and support staff to implement and expand the CTE program on the Bryte campus (to begin in January 2015), to support all student groups.			Salary/benefits for 1.0 FTE Site Administrator for CTE: $60,000 **Funding Source:** LCFF (CTE) **Note:** partial year in Year 1—Begins January 2015 for planning .... Salary/benefits for 1.0 FTE School Secretary II: $25,000 **Funding Source:** LCFF (CTE) **Note:** Partial year in Year 1—Begins January 2015 for planning .... Teaching Staff, Campus Supervisor, and Career Specialist positions	Salary/benefits for 1.0 FTE Site Administrator for CTE: $122,400 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE School Secretary II: $51,000 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE School Secretary I for CTE: $40,000 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE Campus Supervisor: $25,000 **Funding Source:**	Salary/benefits for 1.0 FTE Site Administrator for CTE: $124,848 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE School Secretary II: $52,020 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE School Secretary I for CTE: $40,800 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE Campus Supervisor: $25,500 **Funding Source:**

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**
					added in 2nd year.	LCFF (CTE) .... Salary/benefits for 6.0 FTE CTE and Core Subject Instructors for Bryte; Year 3: 2.0 FTE CTE and Core Instructors added: $360,000 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE Career Specialist for Bryte CTE: $75,000 **Funding Source:** LCFF (CTE)	LCFF (CTE) .... Salary/benefits for 6.0 FTE CTE and Core Subject Instructors for Bryte; Year 3: 2.0 FTE CTE and Core Instructors added: $487,200 **Funding Source:** LCFF (CTE) .... Salary/benefits for 1.0 FTE Career Specialist for Bryte CTE: $76,500 **Funding Source:** LCFF (CTE)
Tactical Goal 2.3: Ensure that all students have access to state of-the-art learning tools, including mobile devices, for daily use in the classroom.	Course access Pursue educational, informational and operational technology initiatives	Deploy mobile devices to classrooms. Yr 1: Implement and monitor the mobile devices pilot program of approximately 900 devices; Yr 2: Add 2,200 Additional devices and carts; Yr 3: Add 2,200 additional devices and carts. Supports all student groups.	LEA - Wide		Cost of 900 mobile devices and carts: $540,000 **Funding Source:** CCSS Implementation Funds	Cost of additional 2,200 devices and carts: $1,320,000 **Funding Source:** LCFF Base (Technology)	Cost of additional 2,200 devices and carts: $1,320,000 **Funding Source:** LCFF Base (Technology)

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
Tactical Goal 2.3: Ensure that all students have access to state of-the-art learning tools, including mobile devices, for daily use in the classroom.	Course access Pursue educational, informational and operational technology initiatives	Provide wireless connectivity district-wide and monitor access. Supports all student groups.	LEA - Wide		Cost of wireless district-wide: $1,000,000 **Funding Source:** LCFF Base (Technology)	Wireless completed	Wireless completed
Tactical Goal 2.4: Ensure that all students have access to high quality A-G compliant online digital curriculum.	Course access Pursue educational, informational and operational technology initiatives	Purchase and implement an online course curriculum for the Independent Study program. Supports all student groups.	Targeted LEA-Wide		Cost of pilot: $2,000 **Funding Source:** LCFF .... 2 days of professional development offered in 2nd year only.	Cost to implement online course (60 seats @$300/seat): $18,000 **Funding Source:** LCFF .... 2 days of professional development: $4,000 **Funding Source:** LCFF	Cost to implement online course (60 seats @ $300/seat): $18,000 **Funding Source:** LCFF .... 2 days of professional development offered in 2nd year only.
Tactical Goal 2.5: Students in grades TK -12 will receive equitable and regular instruction in Visual and Performing Arts (VAPA); Sufficient instructional space will be provided for the VAPA	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts	Hire additional VAPA teachers to increase program services. Serves all student groups.	LEA - Wide		Yr 1: Hire three VAPA teachers for grades K-5; Yr 2: Hire one additional VAPA teacher for grades 6-8; Yr 3: Hire two additional VAPA teachers for grades K-8: $180,000 **Funding Source:** LCFF Base	Yr 1: Hire three VAPA teachers for grades K-5; Yr 2: Hire one additional VAPA teacher for grades 6-8; Yr 3: Hire two additional VAPA teachers for grades K-8: $244,800 **Funding Source:** LCFF Base	Yr 1: Hire three VAPA teachers for grades K-5; Yr 2: Hire one additional VAPA teacher for grades 6-8; Yr 3: Hire two additional VAPA teachers for grades K-8: $374,544 **Funding Source:** LCFF Base

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
program TK-12.							
Tactical Goal 2.5: Students in grades TK -12 will receive equitable and regular instruction in Visual and Performing Arts (VAPA); Sufficient instructional space will be provided for the VAPA program TK-12.	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts	Purchase additional instruments, partner experiences, and materials to provide VAPA instruction in grades TK-12. Serves all student groups.	LEA - Wide		Instruments, Partner experiences, and materials: $110,000 **Funding Source:** LCFF Base	Instruments, partner experiences, and materials: $45,000 **Funding Source:** LCFF Base	Instruments, partner experiences, and materials: $40,000 **Funding Source:** LCFF Base
Tactical Goal 2.5: Students in grades TK -12 will receive equitable and regular instruction in Visual and Performing Arts (VAPA); Sufficient instructional space will be provided for the VAPA program TK-12.	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts	Store keyboard lab equipment at K-8 sites; furnish VAPA program room at Westmore Oaks. Serves all student groups.	LEA - Wide		Furnish and equip VAPA office space at WMO for 4 VAPA teachers: $10,000 **Funding Source:** LCFF Base .... Provide additional instructional space at K-8 schools for VAPA program: $60,000 **Funding Source:** LCFF Base	Furnish and equip VAPA office space at WMO for 4 VAPA teachers: $1,000 **Funding Source:** LCFF Base .... Provide additional instructional space at K-8 schools for VAPA program: $60,000 **Funding Source:** LCFF Base	Furnish and equip VAPA office space at WMO for 4 VAPA teachers: $1,000 **Funding Source:** LCFF Base .... Provide additional instructional space at K-8 schools for VAPA program: $60,000 **Funding Source:** LCFF Base
Tactical Goal 2.7: All students will have access to course	Course access	Offer improved high-level STEM courses at River City High School	School-Wide		No Cost--shift in master schedule: $ 0	No Cost--shift in master schedule: $ 0	No Cost--shift in master schedule: $ 0

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
pathways that include high-level math and science courses.		for all students.					
Tactical Goal 2.7: All students will have access to course pathways that include high-level math and science courses.	Course access	Encourage enrollment in STEM through increased participation in MESA and Mathletes competitions. Evaluate Project Lead the Way and expand. Serves all student groups.	LEA - Wide		No additional cost--student course assignments: $0	No additional cost--student course assignments: $0	No additional cost--student course assignments: $0
Tactical Goal 2.7: All students will have access to course pathways that include high-level math and science courses.	Course access	Through support programs such as MESA and AVID, Students prepared for and guided to high-level STEM courses. Serves all student groups.	LEA - Wide		No cost--course assignments: $0	No cost--course assignments: $0	No cost--course assignments: $0
Tactical Goal 3.1: Students receive high quality instruction in current state standards from highly trained, coached, and supported classroom teachers. District provides	Implementation of State Standards Foster a culture of high expectations; Support Common Core towards college and career pathways	Continued professional development and coaching in teaching Common Core State Standards for teachers, administrators and paraeducators. Serves all students.	LEA - Wide		Training and coaching in teaching Common Core State Standards: $350,500 **Funding Source:** Year 1:CCSS Implementation Funding; Years 2 &3: Title II **Note:**	Training and coaching in teaching Common Core State Standards: $45,000 **Funding Source:** Year 1:CCSS Implementation Funding; Years 2 & 3: Title II **Note:**	Training and coaching in teaching Common Core State Standards: $45,000 **Funding Source:** Year 1:CCSS Implementation Funding; Years 2 & 3: Title II **Note:**

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
increased direct support to teachers to ensure Common Core and Next Generation Science Standards content and methodologies. District ensures compliance with Title II HQT and State credential					CCSS training in year 1 is still the initial phase funded by the 2013-2015 implementation funds. Years 2 & 3 are trainings for refinements and extensions of CCSS instruction .... MOU with UC Regents for History/Social Science Project: $5,000 **Funding Source:** Title II	CCSS training in year 1 is still the initial phase funded by the 2013-2015 implementation funds. Years 2 & 3 are trainings for refinements and extensions of CCSS instruction .... MOU with UC Regents for History/Social Science Project: $5,000 **Funding Source:** Title II	CCSS training in year 1 is still the initial phase funded by the 2013-2015 implementation funds. Years 2 & 3 are trainings for refinements and extensions of CCSS instruction .... MOU with UC Regents for History/Social Science Project: $5,000 **Funding Source:** Title II
Tactical Goal 3.1: Students receive high quality instruction in current state standards from highly trained, coached, and supported classroom teachers. District provides increased direct support to teachers to ensure Common	Basic; Implementation of State Standards Foster a culture of high expectations; Support Common Core towards college and career pathways	Increase to 4.0 FTE Teacher on Special Assignment (TOSA) support to provide instructional coaching in the implementation of CCSS, CA ELD Standards and NGSS. Serves all students and English Language Learners.	LEA - Wide		Salary/benefits for 4.0 FTE TOSA instructional coaches: $320,000 **Funding Source:** LCFF Base; Title I, Title II	Salary/benefits for 4.0 FTE TOSA instructional coaches: $320,000 **Funding Source:** LCFF Base; Title I, Title II	Salary/benefits for 4.0 FTE TOSA instructional coaches: $320,000 **Funding Source:** LCFF Base; Title I, Title II

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
Core and Next Generation Science Standards content and methodologies. District ensures compliance with Title II HQT and State credential							
Tactical Goal 3.1: Students receive high quality instruction in current state standards from highly trained, coached, and supported classroom teachers. District provides increased direct support to teachers to ensure Common Core and Next Generation Science Standards content and methodologies. District ensures compliance with Title II HQT and State credential	Basic; Implementation of State Standards Foster a culture of high expectations; Support Common Core towards college and career pathways	Next Generation Science Standards Professional Development for all K-12 teachers. Serves all students.	LEA - Wide		Next Generation Science Standards Professional Development: $7,500 **Funding Source:** Base LCFF **Note:** Train all K-12 science teachers in the new state standards. Year 1: Grades 6-8; Year 2: K-8; Year 3: K-12 .... MOU with CSUS MASE Center for Science in the River City (SIRC): $5,000 **Funding Source:** Title II	Next Generation Science Standards Professional Development: $51,000 **Funding Source:** Base LCFF **Note:** Train all K-12 science teachers in the new state standards. Year 1: Grades 6-8; Year 2: K-8; Year 3: K-12 .... MOU with CSUS MASE Center for Science in the River City (SIRC): $5,000 **Funding Source:** Title II	Next Generation Science Standards Professional Development: $51,000 **Funding Source:** Base LCFF **Note:** Train all K-12 science teachers in the new state standards. Year 1: Grades 6-8; Year 2: K-8; Year 3: K-12 .... MOU with CSUS MASE Center for Science in the River City (SIRC): $5,000 **Funding Source:** Title II

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**
Tactical Goal 3.1: Students receive high quality instruction in current state standards from highly trained, coached, and supported classroom teachers. District provides increased direct support to teachers to ensure Common Core and Next Generation Science Standards content and methodologies. District ensures compliance with Title II HQT and State credential	Basic; Implementation of State Standards Foster a culture of high expectations; Support Common Core towards college and career pathways	Provide 1.0 FTE Program Specialist in Educational Services to support the district implementation of CCSS at all sites. Serves all students.	LEA - Wide		Program Specialist added in 2nd year.	Salary/benefits for 1.0 FTE Program Specialist for C&I: $98,200 **Funding Source:** LCFF Base	Salary/benefits for 1.0 FTE Program Specialist for C&I: $100,164 **Funding Source:** LCFF Base
Tactical Goal 3.2: Beginning teachers will be provided an accredited two-year induction and support program to expedite their	Basic Foster a culture of high expectations	Professional Development and Coaching Support for approximately 40 teachers. Supports all student groups.	LEA - Wide		Induction Program for all 1st and 2nd year Teachers: $143,000 **Funding Source:** LCFF Base (BTSA)	Induction Program for all 1st and 2nd year Teachers: $150,000 **Funding Source:** LCFF Base (BTSA)	Induction Program for all 1st and 2nd year Teachers: $155,000 **Funding Source:** LCFF Base (BTSA)

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
proficiency in effective teaching, classroom management, and addressing the needs of English learners, children in poverty, foster youth, students with disabilities and other groups.							
Tactical Goal 3.2: Beginning teachers will be provided an accredited two-year induction and support program to expedite their proficiency in effective teaching, classroom management, and addressing the needs of English learners, children in poverty, foster youth, students with disabilities and other groups.	Basic Foster a culture of high expectations	Provide 1.0 FTE Program Specialist to support the implementation of the beginning teacher induction program. Supports all student groups.	LEA - Wide		Salary/benefits for 1.0 FTE Program Specialist: $98,200 **Funding Source:** LCFF Base (BTSA); ASES	Salary/benefits for 1.0 FTE Program Specialist: $100,164 **Funding Source:** LCFF Base (BTSA); ASES	Salary/benefits for 1.0 FTE Program Specialist: $102,167 **Funding Source:** LCFF Base (BTSA); ASES

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
Tactical Goal 3.3: Students will be taught by teachers who are receiving training and coaching in instructional planning and in aligned strategies such as methods of robust inquiry, problem-based learning, writing strategies and collaboration in order to be effective in teaching the state standards (CCSS, ELD, and NGSS). Teachers will receive training on differentiating instruction both for gifted learners and for learners needing additional assistance.	Basic; Implementation of State Standards	Training, research and release time for program development. Serves all students including gifted students.	LEA - Wide		Release time for teachers: $10,800 **Funding Source:** LCFF Base .... Training costs for GATE and IB conferences, workshops, training institutes: $6,400 **Funding Source:** LCFF Base	Release time for teachers: $10,800 **Funding Source:** LCFF Base .... Training costs for GATE and IB conferences, workshops, training institutes: $6,400 **Funding Source:** LCFF Base	Release time for teachers: $10,800 **Funding Source:** LCFF Base .... Training costs for GATE and IB conferences, workshops, training institutes: $6,400 **Funding Source:** LCFF Base
Tactical Goal 3.3: Students will be taught by teachers who are receiving	Basic; Implementation of State Standards	Train three Step Up to Writing trainers to provide district-wide professional	LEA - Wide		SUTW training costs for three trainers: $12,000 **Funding Source:** Title II; CVF Grant	SUTW training costs for three trainers: $3,000 **Funding Source:** Title II; CVF Grant	SUTW training costs for three trainers: $3,000 **Funding Source:** Title II; CVF Grant

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
training and coaching in instructional planning and in aligned strategies such as methods of robust inquiry, problem-based learning, writing strategies and collaboration in order to be effective in teaching the state standards (CCSS, ELD, and NGSS). Teachers will receive training on differentiating instruction both for gifted learners and for learners needing additional assistance.		development in writing strategies and writing for comprehension. Serves all students.					
Tactical Goal 3.3: Students will be taught by teachers who are receiving training and coaching in instructional planning and in	Basic; Implementation of State Standards	Continued professional development and coaching support for instructional strategies aligned to all current state standards. Serves all students.	LEA - Wide		Release time or after-hours training compensation for effective Instructional Strategies: $175,000 **Funding Source:** Base LCFF, Title II	Release time or after-hours training compensation for effective Instructional Strategies: $225,000 **Funding Source:** Base LCFF, Title II	Release time or after-hours training compensation for effective Instructional Strategies: $225,000 **Funding Source:**

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
aligned strategies such as methods of robust inquiry, problem-based learning, writing strategies and collaboration in order to be effective in teaching the state standards (CCSS, ELD, and NGSS). Teachers will receive training on differentiating instruction both for gifted learners and for learners needing additional assistance.							Base LCFF, Title II
Tactical Goal 3.4: Student progress towards college and career readiness will be monitored using an interactive system of data collection, structured observations, collaborative teacher reflections	Implementation of State Standards Support Common Core towards college and career pathways	Utilize Illuminate to support development of interim assessments and collection and analysis of student data. Serves all student groups.	LEA - Wide		Fees for licensing and technical support for Illuminate: $40,000 **Funding Source:** LCFF Base	Fees for licensing and technical support for Illuminate: $43,200 **Funding Source:** LCFF Base	Fees for licensing and technical support for Illuminate: $46,656 **Funding Source:** LCFF Base

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
focused on strategic interventions and differentiation for all students, including gifted learners and learners needing additional assistance.							
Tactical Goal 3.4: Student progress towards college and career readiness will be monitored using an interactive system of data collection, structured observations, collaborative teacher reflections focused on strategic interventions and differentiation for all students, including gifted learners and learners needing additional assistance.	Implementation of State Standards Support Common Core towards college and career pathways	Quarterly grade-level and subject-area meetings for data-driven planning of interventions and differentiation. In years 2 and 3, additional release time is added for follow-up and coaching. Serves all student groups.	LEA - Wide		Release time for teachers to meet: $88,000 **Funding Source:** Title II	Release time for teachers to meet: $92,000 **Funding Source:** Title II	Release time for teachers to meet: $96,000 **Funding Source:** Title II

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
Tactical Goal 3.7: Students will have access to extended learning opportunities such as before/after school programs and summer school for intervention and support of students needing additional assistance in accessing Common Core. High leverage strategies and appropriate support materials will be used to close skill gaps. School libraries and computer labs will be available for before and after school use.	Implementation of State Standards Support Common Core towards college and career pathways	Participating schools offer the ASES program to extend daily academic and enrichment opportunities to students after school. Serves all student groups	School-Wide		ASES program costs at 5 participating schools: $646,631 **Funding Source:** ASES grant Program Specialist for BTSA/ASES (see 3.2): $0	ASES program costs at 5 participating schools: $646,631 **Funding Source:** ASES grant Program Specialist for BTSA/ASES (see 3.2): $0	ASES program costs at 5 participating schools: $646,631 **Funding Source:** ASES grant Program Specialist for BTSA/ASES (see 3.2): $0
Tactical Goal 3.7: Students will have access to extended	Implementation of State Standards Support Common Core towards college	Board grants to schools will be used to provide extra library	LEA - Wide		Costs for extra hours for teachers and library staff: $40,000	Costs for extra hours for teachers and library staff: $40,000	Costs for extra hours for teachers and library staff: $40,000

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
learning opportunities such as before/after school programs and summer school for intervention and support of students needing additional assistance in accessing Common Core. High leverage strategies and appropriate support materials will be used to close skill gaps. School libraries and computer labs will be available for before and after school use.	and career pathways	staffing and/or after school academic support programs. Serves all student groups.			**Funding Source:** LCFF Base (Restoration)	**Funding Source:** LCFF Base (Restoration)	**Funding Source:** LCFF Base (Restoration)
Tactical Goal 4.1: Increase attendance of all students.	Pupil engagement; School climate Refine policies that support healthy/safe/secure environments	Target services to decrease absenteeism and ensure student attendance. Serves all student groups.	LEA - Wide		Continue use of "Attention 2 Attendance" program to monitor attendance improvement	Continue use of "Attention 2 Attendance" program to monitor attendance improvement	Continue use of "Attention 2 Attendance" program to monitor attendance improvement

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
					districtwide: $58,000 **Funding Source:** LCFF Base	districtwide: $58,000 **Funding Source:** LCFF Base	districtwide: $58,000 **Funding Source:** LCFF Base
Tactical Goal 4.2: Decrease rates of suspension and expulsion for students, "mirroring" the general population.	Pupil engagement; School climate	Provide full implementation of Positive Behavioral Interventions and Supports (PBIS, such as BEST, and "Restorative Practices". Provide needed training for PBIS staff, including site BEST teams. Serves all student groups.	LEA - Wide		Train/retrain appropriate staff in PBIS skills and "Restorative Practices": $10,000 **Funding Source:** LCFF Base	Train/retrain appropriate staff in PBIS skills and "Restorative Practices": $5,000 **Funding Source:** LCFF Base	Train/retrain appropriate staff in PBIS skills and "Restorative Practices": $5,000 **Funding Source:** LCFF Base
Tactical Goal 4.5 Improve the educational, health and social outcomes for students and their families. Ensure safe and secure school facilities	Basic; Pupil engagement; School climate Refine policies that support healthy/safe/secure environments; Foster a culture of high expectations	Increase support system for students and families to ensure connections with agencies and programs throughout Yolo County. Serves all student groups.	LEA - Wide		Hire 2.0 FTE social workers to support students and families district-wide with mental and social health connections to appropriate agencies: $160,000 **Funding Source:** LCFF Base (Board priority)	Hire 2.0 FTE social workers to support students and families district-wide with mental and social health connections to appropriate agencies: $163,200 **Funding Source:** LCFF Base (Board priority)	Hire 2.0 FTE social workers to support students and families district-wide with mental and social health connections to appropriate agencies: $166,464 **Funding Source:** LCFF Base (Board priority)
Tactical Goal 5.3: Increase two-way communication between the	Parent involvement Community engagement	Provide professional development on the use of digital tools for	LEA - Wide		Professional development costs: $2,500 **Funding Source:**	Professional development costs: $5,000 **Funding Source:**	Professional development costs: $5,000 **Funding Source:**

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**
educational community and parents through the use of digital tools as per Goal 4.5b of the WUSD Technology Plan.		communicating with parents and families. As per WUSD Technology Plan goals 4b3.2 and 4b.5, teachers And administrators will improve their knowledge of using digital tools such as email, social media, teacher created websites, and other services (Parentlink, Homelink, Learning Management System) to communicate with families. Supports all student groups.			CCSS Implementation Funds (Yr 1 only); LCFF (Technology); Title II .... Parentlink: $24,000 **Funding Source:** LCFF (Technology) .... Aeries/Homelink: $23,000 **Funding Source:** LCFF (Technology) .... Add Learning Management System in 2nd year	CCSS Implementation Funds (Yr 1 only); LCFF (Technology); Title II .... Parentlink: $25,920 **Funding Source:** LCFF (Technology) .... Aeries/Homelink: $25,380 **Funding Source:** LCFF (Technology) .... Learning Management System: $65,000 **Funding Source:** LCFF Base	CCSS Implementation Funds (Yr 1 only); LCFF (Technology); Title II .... Parentlink: $27,994 **Funding Source:** LCFF (Technology) .... Aeries/Homelink: $27,410 **Funding Source:** LCFF (Technology) .... Learning Management System: $65,000 **Funding Source:** LCFF Base

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
Tactical Goal 1.2 Students in all subgroups will improve achievement and attain expanded outcomes to close the gap between subgroups and other students. Targeted interventions will be provided based on assessed needs.	Pupil achievement Support Common Core towards college and career pathways	Low income pupils; English learners: Implement Read 180 and System 44 in grades 3-8 to support struggling readers	LEA - Wide		Read 180 software - site hosted: $38,600 **Funding Source:** Instructional materials – lottery ……………………………… Instructional materials: $15,000 **Funding Source:** Instructional Materials (Lottery)	Read 180 software - Cloud hosted: $42,000 **Funding Source:** Instructional materials – lottery ……………………………… Instructional materials: $15,000 **Funding Source:** Instructional Materials (Lottery)	Read 180 software - Cloud hosted: $42,000 **Funding Source:** Instructional materials – lottery …………………………….. Instructional materials: $15,000 **Funding Source:** Instructional Materials (Lottery)
Tactical Goal 1.2: Students in all subgroups will improve achievement and attain expanded outcomes to close the gap between subgroups and other students. Targeted interventions will be provided based on assessed needs.	Pupil achievement Support Common Core towards college and career pathways	Low income pupils; English learners: Through regularly held grade-level and subject-area meetings, students in need of academic interventions will be identified. Data-driven interventions will be provided and monitored. Interventions will be provided during daily instruction, teaming and regrouping, differentiation during universal access, targeted literacy and math intervention classes and additional	School-Wide		Additional Intervention materials: $15,000 **Funding Source:** LCFF Supp/Con	Additional Intervention materials: $25,000 **Funding Source:** LCFF Supp/Con	Additional Intervention materials: $25,000 **Funding Source:** LCFF Supp/Con

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
		instructional time.					
Tactical Goal 1.2 Students in all subgroups will improve achievement and attain expanded outcomes to close the gap between subgroups and other students. Targeted interventions will be provided based on assessed needs	Pupil achievement Support Common Core towards college and career pathways	Low income pupils; English learners; Redesignated fluent English proficient pupils: Assessments of progress will be given every 6-9 weeks. Students receive data-driven interventions until skills gaps are closed.	School-Wide		No additional cost--built in to schedule: $0	No additional cost--built in to schedule: $0	No additional cost--built in to schedule: $0
Tactical Goal 1.2 Students in all subgroups will improve achievement and attain expanded outcomes to close the gap between subgroups and other students. Targeted interventions will be provided based on assessed needs.	Pupil achievement Support Common Core towards college and career pathways	Low income pupils; English learners; Redesignated fluent English proficient pupils: Provide supplemental support classes in ELA and Math to extend instruction for targeted students needing addition support to meet standards	School-Wide		Salary/benefits for 2.34 FTE support sections in ELA and Math (Gr. 9-12): $149,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 2.34 FTE support sections in ELA and Math (Gr.9-12): $151,980 **Funding Source:** LCFF Supp/Con	Salary/benefits for 2.34 FTE support sections in ELA and Math (Gr.9-12): $155,020 **Funding Source:** LCFF Supp/Con
Tactical Goal 1.3: All English learners will participate in English language development	Pupil achievement Support Common Core towards college and career pathways	English learners: Teachers in grades K-5 will regroup students across a grade level in order to provide daily,	Targeted		No additional cost--built into schedule: $0	No additional cost--built into schedule: $0	No additional cost--built into schedule: $0

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
instruction based on the CA ELD Standards. Instruction will include both designated and integrated ELD. All content area instruction will be specially-designed to address the language and academic needs of English learners.		targeted ELD instruction based on student proficiency levels.					
Tactical Goal 1.3: All English learners will participate in English language development instruction based on the CA ELD Standards. Instruction will include both designated and integrated ELD. All content area instruction will be specially-designed to address the language and academic needs of English	Pupil achievement Support Common Core towards college and career pathways	English learners: English learners will be scheduled into designated ELD classes based on assessed needs.	Targeted LEA-Wide		0.83 FTE for ELD support classes at RCHS: $63,000 **Funding Source:** LCFF Supp/Con .... 0.33 FTE for ELD support at Yolo High: $22,059 **Funding Source:** LCFF Supp/Con	0.83 FTE for ELD support classes at RCHS: $64,260 **Funding Source:** LCFF Supp/Con .... 0.33 FTE for ELD support at Yolo High: $22,500 **Funding Source:** LCFF Supp/Con	0.83 FTE for ELD support classes at RCHS: $65,545 **Funding Source:** LCFF Supp/Con .... 0.33 FTE for ELD support at Yolo High: $22,950 **Funding Source:** LCFF Supp/Con

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
learners.							
Tactical Goal 1.3: All English learners will participate in English language development instruction based on the CA ELD Standards. Instruction will include both designated and integrated ELD. All content area instruction will be specially-designed to address the language and academic needs of English learners.	Pupil achievement Support Common Core towards college and career pathways	English learners: Imagine Learning English, a computer-based ELD program, will be utilized at all elementary sites to provide individualized support for English learners to improve English proficiency skills.	Targeted		ILE Licenses: $35,000 **Funding Source:** Instructional materials, lottery	ILE Licenses: $35,000 **Funding Source:** Instructional materials, lottery	ILE Licenses: $35,000 **Funding Source:** Instructional materials, lottery
Tactical Goal 1.3: All English learners will participate in English language development instruction based on the CA ELD Standards. Instruction will include both designated and integrated ELD. All content area	Pupil achievement Support Common Core towards college and career pathways	English learners: ELD materials will be purchased as needed to support the instructional programs	Targeted		ELD instructional materials: $20,000 **Funding Source:** Instructional materials, lottery	ELD instructional materials: $20,000 **Funding Source:** Instructional materials, lottery	ELD instructional materials: $20,000 **Funding Source:** Instructional materials, lottery

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
instruction will be specially-designed to address the language and academic needs of English learners.							
Tactical Goal 1.3: All English learners will participate in English language development instruction based on the CA ELD Standards. Instruction will include both designated and integrated ELD. All content area instruction will be specially-designed to address the language and academic needs of English learners.	Pupil achievement Support Common Core towards college and career pathways	English learners: All EL students will be assessed with the California English Language Development Test(CELDT) annually to determine English proficiency level and growth in English proficiency over time. ELD progress monitoring assessments (ELDPM) will be administered to ELs in grades TK-5 two times per year to monitor language acquisition.	Targeted		Costs for CELDT test administrators: $30,000 **Funding Source:** LCFF Supp/Con **Note:** Costs may increase when ELPAC is implemented in 2015-16	Costs for CELDT test administrators: $35,000 **Funding Source:** LCFF Supp/Con **Note:** Costs may increase when ELPAC is implemented in 2015-16	Costs for CELDT test administrators: $35,000 **Funding Source:** LCFF Supp/Con **Note:** Costs may increase when ELPAC is implemented in 2015-16
Tactical Goal 2.1: Students who are typically underrepresented in university enrollments will	Course access Support Common Core towards college and career pathways	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils:	LEA - Wide		AVID teacher and admin training costs; AVID program activities: $112,000	AVID teacher and admin training costs; AVID program activities: $133,000	AVID teacher and admin training costs; AVID program activities: $140,000

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
have opportunities to participate in programs of support, such as AVID or an equivalent, in order to maximize their level of college and career readiness. The district will develop systems of college and career planning using specialized tools, such as Naviance.		Offer AVID program as an elective class to support underrepresented students at all 6-12 schools; train AVID teachers, adding additional teachers in Yr 2 and Yr 3.			**Funding Source:** LCFF Supp/Con, LCFF Base (AVID	**Funding Source:** LCFF Supp/Con, LCFF Base (AVID)	**Funding Source:** LCFF Supp/Con, LCFF Base (AVID)
Tactical Goal 2.2: Develop Career and Technical Education (CTE) programs throughout the district with curriculum pathways, capstone courses, certification, and "linked learning" internship placement.	Course access Focus resources to support Career & Technical Education and Visual & Performing Arts	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide 1.0 FTE Career Specialist to support Yolo students in accessing CTE pathways and linked learning opportunities	School-Wide		Salary/benefits for 1.0 FTE Career Specialist: $50,000 **Funding Source:** LCFF Supp/Con ……………………………… Training, equipment, materials and supplies for Career Specialist: $2,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 1.0 FTE Career Specialist: $51,000 **Funding Source:** LCFF Supp/Con ……………………………… Training, equipment, materials and supplies for Career Specialist: $5,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 1.0 FTE Career Specialist: $52,020 **Funding Source:** LCFF Supp/Con ……………………………… Training, equipment, materials and supplies for Career Specialist: $5,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 2.6: Expansion of world languages	Course access	English learners: Develop and implement	LEA - Wide		Efforts (MOU Seal of Biliteracy work and release time for	MOU with Yolo County Office of Education for	MOU with Yolo County Office of Education for

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
program at the high school and in the K-8 programs. Enhanced bilingual or dual immersion programs.		procedures for awarding the Seal of Biliteracy to eligible students			World Language teachers) begin in 2nd year.	technical support: $10,000 **Funding Source:** LCFF Supp/Con …………………………… Release time for World Language teachers to develop procedures: $2,400 **Funding Source:** LCFF Supp/Con	technical support: $10,000 **Funding Source:** LCFF Supp/Con …………………………… Release time for World Language teachers to develop procedures: $2,400 **Funding Source:** LCFF Supp/Con
Tactical Goal 2.6: Expansion of world languages program at the high school and in the K-8 programs. Enhanced bilingual or dual immersion programs.	Course access	English learners: Provide resources for training, planning time and support materials for the bilingual program at Elkhorn Village School			Costs for training, planning time and materials: $7,000 **Funding Source:** LCFF Supp/Con	Costs for training, planning time and materials: $16,000 **Funding Source:** LCFF Supp/Con	Costs for training, planning time and materials: $18,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 2.7: All students will have access to course pathways that include high-level math and science courses.	Course access	Low income pupils; English learners; Redesignated fluent English proficient pupils: Support and expand student participation in Mathematics, Engineering, and Science Achievement (MESA) activities and competitions	School-Wide		Costs for MESA implementation and participation in competitions: $1,000 **Funding Source:** LCFF Supp/Con	Costs for MESA implementation and participation in competitions: $10,000 **Funding Source:** LCFF Supp/Con	Costs for MESA implementation and participation in competitions: $15,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 3.3:	Basic;	Low income pupils;	LEA - Wide		Extra hours/release	Extra hours/release	Extra

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 taught by teachers who are receiving training and coaching in instructional planning and in aligned strategies such as methods of robust inquiry, problem-based learning, writing strategies and collaboration in order to be effective in teaching the state standards (CCSS, ELD, and NGSS). Teachers will receive training on differentiating instruction both for gifted learners and for learners needing additional assistance.	Implementation of State Standards	Foster youth; English learners; Redesignated fluent English proficient pupils: Provide training and coaching on cultural competency for staff in order to improve outcomes for special populations			time for staff to participate in training/coaching: $7,000 **Funding Source:** LCFF Supp/Con	time for staff to participate in training/coaching: $15,000 **Funding Source:** LCFF Supp/Con	hours/release time for staff to participate in training/coaching: $20,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 3.4: Student progress towards college and career readiness will be monitored using an interactive	Implementation of State Standards Support Common Core towards college and career pathways	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Teams of	LEA - Wide		Teacher release time to participate in observational rounds: $7,200 **Funding Source:** LCFF Supp/Con, Title I PD	Teacher release time to participate in observational rounds: $7,200 **Funding Source:** LCFF Supp/Con, Title I PD	Teacher release time to participate in observational rounds: $7,200 **Funding Source:** LCFF Supp/Con, Title I PD

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
system of data collection, structured observations, collaborative teacher reflections focused on strategic interventions and differentiation for all students, including gifted learners and learners needing additional assistance.		administrators and teachers observe and reflect on learning experiences for identified student groups					
Tactical Goal 3.5: Focus district efforts and direct support and services to English learners. Provide teachers with necessary training and coaching to implement effective teaching strategies to implement the CA ELD Standards and the CCSS for ELA/Literacy across all subjects to support the language acquisition and	Implementation of State Standards	English learners: Provide an additional 3.0 FTE of EL Intervention Specialist support in order to increase direct level of service to English learners by assigning a second EL specialist at the impacted sites (Elkhorn, Westfield, Riverbank). Consider additional FTE in Year 2	School-Wide		Salary/benefits for 3.0 FTE additional EL Intervention Specialists; possible additional FTE in Year 2.: $240,000 **Funding Source:** LCFF Supp/Con .... Existing 7.0 FTE K-8 EL Intervention Specialists: $670,000 **Funding Source:** LCFF Supp/Con Training, equipment, materials and	Salary/benefits for 3.0 FTE additional EL Intervention Specialists; possible additional FTE in Year 2.: $326,400 **Funding Source:** LCFF Supp/Con .... Existing 7.0 FTE K-8 EL Intervention Specialists: $683,400 **Funding Source:** LCFF Supp/Con Training, equipment, materials and	Salary/benefits for 3.0 FTE additional EL Intervention Specialists; possible additional FTE in Year 2.: $332,928 **Funding Source:** LCFF Supp/Con .... Existing 7.0 FTE K-8 EL Intervention Specialists: $697,068 **Funding Source:** LCFF Supp/Con Training, equipment, materials and

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
academic success of ELs. Monitor the progress of ELs and provide programs and services as needed.					supplies for new positions: $5,000 **Funding Source:** LCFF Supp/Con	supplies for new positions: $15,000 **Funding Source:** LCFF Supp/Con	supplies for new positions: $15,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 3.5: Focus district efforts and direct support and services to English learners. Provide teachers with necessary training and coaching to implement effective teaching strategies to implement the CA ELD Standards and the CCSS for ELA/Literacy across all subjects to support the language acquisition and academic success of ELs. Monitor the progress of ELs and provide programs and services as needed.	Implementation of State Standards	English learners: Provide 1.0 FTE Coordinator for EL Support to work closely with all schools sites, administrators, and teachers to improve instruction, services and outcomes for English learners.	LEA - Wide		Salary/benefits for 1.0 FTE EL Coordinator: $120,000 **Funding Source:** LCFF Supp/Con .... Training, equipment, materials and supplies for Coordinator: $3,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 1.0 FTE EL Coordinator: $120,000 **Funding Source:** LCFF Supp/Con .... Training, equipment, materials and supplies for Coordinator: $5,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 1.0 FTE EL Coordinator: $120,000 **Funding Source:** LCFF Supp/Con .... Training, equipment, materials and supplies for Coordinator: $5,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 3.5: Focus district efforts and direct	Implementation of State Standards	English learners: A Look at Learning, a system of research-	School-Wide		Teacher release time for collaboration:	Teacher release time for collaboration:	Teacher release time for collaboration:

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
support and services to English learners. Provide teachers with necessary training and coaching to implement effective teaching strategies to implement the CA ELD Standards and the CCSS for ELA/Literacy across all subjects to support the language acquisition and academic success of ELs. Monitor the progress of ELs and provide programs and services as needed.		based practices to improve teaching and learning for English learners, will continue to be implemented at three target sites: Elkhorn, Westfield and Riverbank.			$100,000 **Funding Source:** Central Valley Foundation (CVF) Grant .... MOU with Santa Clara County Office of Education: $5,000 **Funding Source:** Title III .... EL TOSA for ALL Schools: $80,000 **Funding Source:** Central Valley Foundation (CVF) Grant .... MOU with Yolo County for ALL Support: $12,000 **Funding Source:** Central Valley Foundation (CVF) Grant	$100,000 **Funding Source:** Central Valley Foundation (CVF) Grant .... MOU with Santa Clara County Office of Education: $5,000 **Funding Source:** Title III .... EL TOSA for ALL Schools: $80,000 **Funding Source:** Central Valley Foundation (CVF) Grant .... MOU with Yolo County for ALL Support: $12,000 **Funding Source:** Central Valley Foundation (CVF) Grant	$100,000 **Funding Source:** Central Valley Foundation (CVF) Grant .... MOU with Santa Clara County Office of Education: $5,000 **Funding Source:** Title III .... EL TOSA for ALL Schools: $80,000 **Funding Source:** Central Valley Foundation (CVF) Grant .... MOU with Yolo County for ALL Support: $12,000 **Funding Source:** Central Valley Foundation (CVF) Grant
Tactical Goal 3.5: Focus district efforts and direct support and services to English learners. Provide teachers with necessary training and coaching to	Implementation of State Standards	English learners: Provide training and support for the implementation of the CA ELD Standards in conjunction with CCSS	LEA - Wide		Training costs for teacher release time and extra hours: $15,000 **Funding Source:** LCFF Supp/Con, Title III	Training costs for teacher release time and extra hours: $30,000 **Funding Source:** LCFF Supp/Con, Title III	Training costs for teacher release time and extra hours: $30,000 **Funding Source:** LCFF Supp/Con, Title III

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
implement effective teaching strategies to implement the CA ELD Standards and the CCSS for ELA/Literacy across all subjects to support the language acquisition and academic success of ELs. Monitor the progress of ELs and provide programs and services as needed.							
Tactical Goal 3.6: Provide unified direction to all efforts and initiatives in support of underserved students, English learners, students in poverty, and foster youth through strategic planning, monitoring and accountability for student outcomes.	Implementation of State Standards Support Common Core towards college and career readiness	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Provide 1.0 FTE Director of Planning, Accountability, and Compensatory Education (PACE) to provide strategic and program planning; budgeting; oversight; service delivery; and accountability to ensure success of underserved and targeted students.	LEA - Wide		Salary/benefits for 1.0 FTE Director of PACE: $140,000 **Funding Source:** LCFF Supp/Con, LCFF Base, Title I, Title II **Note:** $56,000 from LCFF Supp/Con .... Training, equipment, materials and supplies for Director: $3,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 1.0 FTE Director of PACE: $142,800 **Funding Source:** LCFF Supp/Con, LCFF Base, Title I, Title II **Note:** $56,000 from LCFF Supp/Con .... Training, equipment, materials and supplies for Director: $5,000 **Funding Source:** LCFF Supp/Con	Salary/benefits for 1.0 FTE Director of PACE: $145,656 **Funding Source:** LCFF Supp/Con, LCFF Base, Title I, Title II **Note:** $56,000 from LCFF Supp/Con .... Training, equipment, materials and supplies for Director: $5,000 **Funding Source:** LCFF Supp/Con

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
Tactical Goal 3.6: Provide unified direction to all efforts and initiatives in support of underserved students, English learners, students in poverty, and foster youth through strategic planning, monitoring and accountability for student outcomes.	Implementation of State Standards Support Common Core towards college and career readiness	Low income pupils; English learners: Consider additional FTE for Early Literacy and Math Intervention Specialists to provide instructional support and interventions for students in TK - 3rd grade	School-Wide		Intervention staff added 3rd year.	Intervention staff added 3rd year.	Salary/benefits for 4 FTE Early Intervention in Literacy and Math: $320,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 3.6: Provide unified direction to all efforts and initiatives in support of underserved students, English learners, students in poverty, and foster youth through strategic planning, monitoring and accountability for student outcomes.	Implementation of State Standards Support Common Core towards college and career readiness	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Reading intervention specialists will provide targeted intervention in ELD/Literacy at all elementary sites, including the implementation of System 44/Read 180 for struggling readers in grades 3-8.	School-Wide		Salary/benefits for 7.0 FTE Reading Intervention Specialists: $544,290 **Funding Source:** Title I	Salary/benefits for 7.0 FTE Reading Intervention Specialists: $555,175 **Funding Source:** Title I	Salary/benefits for 7.0 FTE Reading Intervention Specialists: $566,279 **Funding Source:** Title I
Tactical Goal 3.7: Students will have access to	Implementation of State Standards	Low income pupils; Foster youth; English learners;	School-wide		Allocations of funds to sites to implement	Allocations of funds to sites to implement	Allocations of funds to sites to implement

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
extended learning opportunities such as before/after school programs and summer school for intervention and support of students needing additional assistance in accessing Common Core. High leverage strategies and appropriate support materials will be used to close skill gaps. School libraries and computer labs will be available for before and after school use.	Support Common Core towards college and career pathways	Redesignated fluent English proficient pupils: School sites will be allocated resources through LCFF Supplemental and Concentration funds to provide before/after school interventions and other supports to meet the identified needs of targeted students as detailed in the Single Plan for Student Achievement (SPSA).			before/after school programs, purchase supplemental materials, and provide other learning supports for targeted students: $263,600 **Funding Source:** LCFF Supp/Con	before/after school programs, purchase supplemental materials, and provide other learning supports for targeted students: $276,780 **Funding Source:** LCFF Supp/Con	before/after school programs, purchase supplemental materials, and provide other learning supports for targeted students: $290,619 **Funding Source:** LCFF Supp/Con
Tactical Goal 3.7: Students will have access to extended learning opportunities such as before/after school programs and summer school for intervention and	Implementation of State Standards Support Common Core towards college and career pathways	Low income pupils; English learners: The district will plan and implement summer school intervention and ELD programs to provide English learners and struggling students with	LEA - Wide		Summer school costs: $100,000 **Funding Source:** LCFF Supp/Con, Title I, Title III	Summer school costs: $115,000 **Funding Source:** LCFF Supp/Con, Title I, Title III	Summer school costs: $130,000 **Funding Source:** LCFF Supp/Con, Title I, Title III

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
support of students needing additional assistance in accessing Common Core. High leverage strategies and appropriate support materials will be used to close skill gaps. School libraries and computer labs will be available for before and after school use.		extended instructional time.					
Tactical Goal 4.1: Increase attendance of all students.	Pupil engagement; School climate Refine policies that support healthy/safe /secure environments	Low income pupils; Foster youth; English learners: Provide outreach services to identified groups	LEA - Wide		Increase Outreach Specialists from 2.42 FTE to 4.5 FTE to monitor and track attendance at all district sites: $372,500 **Funding Source:** LCFF Supp/Con ……………………………. Training, equipment, materials and supplies for new outreach positions: $2,000 **Funding Source:** LCFF Supp/Con	Increase Outreach Specialists from 2.42 FTE to 4.5 FTE to monitor and track attendance at all district sites: $379,950 **Funding Source:** LCFF Supp/Con …………………………… Training, equipment, materials and supplies for new outreach positions: $10,000 **Funding Source:** LCFF Supp/Con	Increase Outreach Specialists from 2.42 FTE to 4.5 FTE to monitor and track attendance at all district sites: $387,549 **Funding Source:** LCFF Supp/Con …………………………… Training, equipment, materials and supplies for new outreach positions: $10,000 **Funding Source:** LCFF Supp/Con

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
Tactical Goal 4.2: Decrease rates of suspension and expulsion for students, "mirroring" the general population.	Pupil engagement; School climate	Low income pupils: Decrease suspension/expulsion of identified groups using Restorative Justice Practices and analyzing outcomes using the SWIS data system	LEA - Wide		Implement Restorative Justice Practices; OLWEUS Anti-Bullying Program (K-8); Reach One Alliance (9-12) and use SWIS system to analyze data: $66,000 **Funding Source:** LCFF Base (Board priority)	Implement Restorative Justice Practices; OLWEUS Anti-Bullying Program (K-8); Reach One Alliance (9-12) and use SWIS system to analyze data: $66,000 **Funding Source:** LCFF Base (Board priority)	Implement Restorative Justice Practices; OLWEUS Anti-Bullying Program (K-8); Reach One Alliance (9-12) and use SWIS system to analyze data: $66,000 **Funding Source:** LCFF Base (Board priority)
Tactical Goal 4.3: Increase promotion and graduation rates for all students	Pupil engagement; School climate Refine policies that support healthy/safe/secure environments	Low income pupils; English learners; Redesignated fluent English proficient pupils: Provide 2.0 FTE supplemental counselors to support academically at risk students to successfully meet graduation requirements	School-Wide		Salary/benefits for 2.0 FTE Counselors: $162,899 **Funding Source:** LCFF Supp/Con	Salary/benefits for 2.0 FTE Counselors: $166,157 **Funding Source:** LCFF Supp/Con	Salary/benefits for 2.0 FTE Counselors: $169,480 **Funding Source:** LCFF Supp/Con
Tactical Goal 4.4: Increase district support and services to foster youth to promote academic and socio-economic growth.	Pupil engagement; School climate Refine policies that support healthy/safe/secure environments	Foster youth: Support the academic success of foster youth throughout the district with case management system K-8 and 9-12	LEA - Wide		Provide 0.33FTE release time to designated teacher at River City High School for foster youth case management for grades 9-12: $23,500 **Funding Source:** LCFF Supp/Con	Provide 0.33FTE release time to designated teacher at River City High School for foster youth case management for grades 9-12: $23,970 **Funding Source:** LCFF Supp/Con	Provide 0.33FTE release time to designated teacher at River City High School for foster youth case management for grades 9-12: $24,449 **Funding Source:** LCFF Supp/Con

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
					.... Provide 0.50 FTE of Outreach Specialist time for foster youth case management K-8 at all sites: $42,000 **Funding Source:** LCFF Supp/Con .... Materials and resources to support foster youth and homeless students: $3,500 **Funding Source:** LCFF Supp/Con; Title I	.... Provide 0.50 FTE of Outreach Specialist time for foster youth case management K-8 at all sites: $42,840 **Funding Source:** LCFF Supp/Con .... Materials and resources to support foster youth and homeless students: $7,500 **Funding Source:** LCFF Supp/Con; Title I	.... Provide 0.50 FTE of Outreach Specialist time for foster youth case management K-8 at all sites: $43,697 **Funding Source:** LCFF Supp/Con .... Materials and resources to support foster youth and homeless students: $7,500 **Funding Source:** LCFF Supp/Con; Title I
Tactical Goal 4.5 Improve the educational, health and social outcomes for students and their families. Ensure safe and secure school facilities	Basic; Pupil engagement; School climate Refine policies that support healthy/safe/secure environments; Foster a culture of high expectations	Low income pupils: Provide social worker support to low-income families emphasizing outreach to appropriate community agencies	LEA - Wide		Employ 2.0 FTE social workers as described in Section 3 A: $160,000 **Funding Source:** LCFF	Employ 2.0 FTE social workers as described in Section 3 A: $160,000 **Funding Source:** LCFF	Employ 2.0 FTE social workers as described in Section 3 A: $160,000 **Funding Source:** LCFF
Tactical Goal 5.1: Coordinate and improve direct parent outreach services, district	Parent involvement Community engagement	English learners: Expanded translation of parent materials and communications	Targeted LEA-Wide		Translation services and extra hours: $10,000 **Funding Source:** LCFF Supp/Con	Translation services and extra hours: $20,000 **Funding Source:** LCFF Supp/Con	Translation services and extra hours: $20,000 **Funding Source:** LCFF Supp/Con

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
communication, advocacy, and parent education. Harness social media formats for better and more ongoing communication and work with news media to provide positive information on schools.							
Tactical Goal 5.1: Coordinate and improve direct parent outreach services, district communication, advocacy, and parent education. Harness social media formats for better and more ongoing communication and work with news media to provide positive information on schools.	Parent involvement Community engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Expanded parent education activities to include at least one session per site per month on topical parent issues related to Common Core implementation and College and Career readiness, with specific outreach families of low income students and English learners.	LEA - Wide		Extra hours for staff to provide parent trainings: $24,300 **Funding Source:** LCFF Supp/Con .... Childcare, materials and supplies for parent trainings: $6,075 **Funding Source:** LCFF Supp/Con	Extra hours for staff to provide parent trainings: $24,300 **Funding Source:** LCFF Supp/Con .... Childcare, materials and supplies for parent trainings: $6,075 **Funding Source:** LCFF Supp/Con	Extra hours for staff to provide parent trainings: $24,300 **Funding Source:** LCFF Supp/Con .... Childcare, materials and supplies for parent trainings: $6,075 **Funding Source:** LCFF Supp/Con
Tactical Goal 5.1: Coordinate and improve direct parent outreach	Parent involvement Community engagement	Low income pupils; Foster youth; English learners: Establish 1.0 FTE	LEA - Wide		Salary/benefits for 1.0 FTE Coordinator of Community	Salary/benefits for 1.0 FTE Coordinator of Community	Salary/benefits for 1.0 FTE Coordinator of Community

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
services, district communication, advocacy, and parent education. Harness social media formats for better and more ongoing communication and work with news media to provide positive information on schools.		Coordinator of Community Outreach to work closely with district and school leadership to promote district and school initiatives and events to engage parents and families.			Outreach: $120,000 **Funding Source:** LCFF Supp/Con **Note:** This position will provided a district-wide level of service with a particular focus on targeted populations. ………………………… Training, equipment, materials and supplies for Coordinator: $2,000 **Funding Source:** LCFF Supp/Con	Outreach: $122,400 **Funding Source:** LCFF Supp/Con **Note:** This position will provided a district-wide level of service with a particular focus on targeted populations. ………………………… Training, equipment, materials and supplies for Coordinator: $5,000 **Funding Source:** LCFF Supp/Con	Outreach: $124,848 **Funding Source:** LCFF Supp/Con **Note:** This position will provided a district-wide level of service with a particular focus on targeted populations ………………………… Training, equipment, materials and supplies for Coordinator: $5,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 5.2: Increase regular and effective communication and support with non-English speaking parents and families.	Parent involvement Community engagement	English learners; Redesignated fluent English proficient pupils: Increase current Home School Liaisons (HSL) from .75 FTE to 1.0 FTE (8 hours daily). Add an additional 1.0 FTE for a Spanish-speaking HSL.	Targeted LEA-Wide		Salary/benefits for 5.0 FTE Home School Liaisons: $262,487 **Funding Source:** LCFF Supp/Con Professional development for Home School Liaisons: $2,500 **Funding Source:** Title III ………………………… Equipment, materials and	Salary/benefits for 5.0 FTE Home School Liaisons: $267,737 **Funding Source:** LCFF Supp/Con Professional development for Home School Liaisons: $2,500 **Funding Source:** Title III ………………………… Equipment, materials and	Salary/benefits for 5.0 FTE Home School Liaisons: $273,091 **Funding Source:** LCFF Supp/Con Professional development for Home School Liaisons: $2,500 **Funding Source:** Title III ………………………… Equipment, materials and

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
					supplies for new position: $3,000 **Funding Source:** LCFF Supp/Con	supplies for new position: $5,000 **Funding Source:** LCFF Supp/Con	supplies for new position: $5,000 **Funding Source:** LCFF Supp/Con
Tactical Goal 5.2: Increase regular and effective communication and support with non-English speaking parents and families.	Parent involvement Community engagement	English learners; Redesignated fluent English proficient pupils: Schools will schedule and provide 9-week sessions of parent training to promote family literacy	Targeted LEA-Wide		Extra hours for teachers and support staff to provide training and childcare: $7,000 **Funding Source:** Title III .... LFLP training for additional staff and schools: $1,000 **Funding Source:** Title III .... LFLP materials and books: $2,500 **Funding Source:** Title III	Extra hours for teachers and support staff to provide training and childcare: $10,000 **Funding Source:** Title III .... LFLP training for additional staff and schools: $2,000 **Funding Source:** Title III .... LFLP materials and books: $3,000 **Funding Source:** Title III	Extra hours for teachers and support staff to provide training and childcare: $15,000 **Funding Source:** Title III .... LFLP training for additional staff and schools: $2,000 **Funding Source:** Title III .... LFLP materials and books: $4,000 **Funding Source:** Title III
Tactical Goal 5.2: Increase regular and effective communication and support with non-English speaking parents and families.	Parent involvement Community engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Schedule and implement a 9-week PIQE Institute to engage parents in understanding the school system and	LEA - Wide		MOU with PIQE to provide parent institute: $9,000 **Funding Source:** LCFF Supp/Con .... Childcare and materials for parent classes: $2,000 **Funding Source:** LCFF Supp/Con	MOU with PIQE to provide parent institute: $16,000 **Funding Source:** LCFF Supp/Con .... Childcare and materials for parent classes: $4,000 **Funding Source:** LCFF Supp/Con	MOU with PIQE to provide parent institute: $16,000 **Funding Source:** LCFF Supp/Con .... Childcare and materials for parent classes: $5,000 **Funding Source:** LCFF Supp/Con

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
		taking an active role					

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 districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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 Washington Unified School District uses the LCCF Calculator Tool 2014-2015 Budget Version issued by the Fiscal Crisis Management and Assistance Team (FCMAT) to assist school districts in determining funding attributable to the supplemental and concentration grant calculation. Estimated additional Supplemental and Concentration grant funding is $2,885,582 for total estimated Supplemental and Concentration grant funding of $4,400,812.
The details of the expenditures are identified in section 3.b and include English Learner Intervention Specialists, a Coordinator of English Language Learner Services, an increase in staff hours for current Home School Liaisons, the addition of a Home School Liaison, a Coordinator of Community Outreach Services, and increase in staff hours for current Outreach Specialists, the addition of an Outreach Specialist, the addition of an Outreach Specialist – Foster Youth, staff release time for Foster Youth support, and the addition of a Career Specialist for Yolo Continuation High. Other actions and services include increased ELD training, intervention programs, bilingual program support, cultural competency training, ELD and intervention summer school, and support materials and supplies. In addition, funds are allocated to schools based on their unduplicated student counts to support their site-level actions and services based on identified needs. While some funds are targeted to specific populations, some services are established as schoolwide or districtwide to support all learners who will benefit, but with a particular emphasis on the needs of the targeted groups. The district percentage of unduplicated pupils is 69.4% and the percentage at individual schools ranges from 47.3% to 100%.

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.

The Washington Unified School District's estimated Minimum Proportional Percentage is calculated at 9.06 %. The percentage was calculated using the LCFF Calculator Tool 2014-2015 Budget Version issued by FCMAT.
The Washington Unified School District has demonstrated that it has met the proportionality percentage by documenting an increase and/or improvement in services focused specifically on English learners, Foster Youth, and economically disadvantaged students which are over and above the services provided for all students. In addition to training, intervention programs, and support, staffing to provide services to this population is projected to be increased by 70% over the prior year services for these targeted groups.

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.