

DRAFT – June 20, 2016 Final

Introduction:

LEA: Washington Unified School District Contact (Name, Title, Email, Phone Number): Linda Luna, lluna@wusd.k12.ca.us, (916) 375-7600, Superintendent LCAP Year: 2016-2019

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions,

and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Washington Unified School District (WUSD) has provided a series of opportunities to create and promote stronger pathways for stakeholder engagement. The district vision is to act as a catalyst for effective communication and collaboration with a number of community groups—site leadership teams, LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), student leadership, teachers and credentialed support staff, classified employees and bargaining units—for the development of a comprehensive district LCAP.</p> <p>Below you will find a list of activities conducted in the 2015-16 school year to establish meaningful engage with stakeholders.</p> <p>LCAP Parent Advisory Committee (PAC)</p>	<p>The Washington Unified School District (WUSD) provided multiple avenues for stakeholder input. The input provided led to the development of a revised plan that is more streamlined and focused on student achievement. Stakeholders continue to support the five district goals including:</p> <ul style="list-style-type: none"> 21st Century Skills Educational Outcomes High Quality Teaching School Climate Parent Engagement

<p>The WUSD LCAP Parent Advisory Committee is comprised of 30 members. Each school site is represented by the school principal and 2-3 parents who are also members of the School Site Council (SSC) and/or District English Learner Advisory Committee (DELAC). Additionally, the Washington Teachers Association (WTA) and Classified School Employees Association (CSEA) were invited to participate in the committee. The Superintendent attended first two meetings and periodically throughout the year. The Assistant Superintendent of Educational Services, the Administrator of Communication and Community Outreach and the Director of Planning & Accountability are standing members of the committee as well as WUSD Home School Liaisons. The LCAP PAC is facilitated by district staff. Information regarding the WUSD LCAP has also been made available on the district’s website featuring various educational resources.</p> <p>The LCAP PAC met on the following dates at the District Office: Thursday, November 19, 2015 Thursday, February 11, 2016 Thursday, April 7, 2016 Thursday, May 26, 2016</p>	<p>Parent and Community surveys show that the community places high importance on the following:</p> <ul style="list-style-type: none"> Increased access to technology (49.5%) Incorporate more materials and resources aligned with new state standards (43.6%) More programs focusing on Career Technical Education (47.1%) Stronger school to family connections (61.1%) Keep strengthening current efforts around school climate (58.4%) Strengthen the English Learner program already in use (54.1%) <p>The impact this has on LCAP includes:</p> <ul style="list-style-type: none"> Continuing 1:1 device initiative and increased bandwidth (Action 1.4) Adoption of new math curriculum aligned to new state standards grades K-12. (Action 1.1) Continued expansion of CTE pathways (Action 2.9) Creating parent kiosks and a plan for a more user-friendly volunteer background check reimbursement system (Action 5.10) Continuing to utilize English Learner Specialists and provide quality professional development on effective strategies to promote the academic success of English Learners (Action 1.15)
<p>LCAP Working Sessions:</p> <p>The LCAP working sessions, led by the Superintendent, consisted of District leadership, principals, Community members and Bargaining Units representatives. This group met on 3 occasions to review the Annual Update, Annual Measurable Outcomes and plan for future actions.</p> <p>The LCAP PAC Work Sessions occurred on the following dates at the District Office: January 22, 2016 February 17, 2016</p> <p>Strategic Planning Committee</p> <p>On February 11, 2016, the WUSD Board of Education approved the contracted services of the Cambrian Group to facilitate our District through a five-year Strategic Planning process. The purpose of a Strategic Plan is to provide a clearly defined and focused road map to strategically serve the needs of our students. The Strategic Planning processes has been invaluable in narrowing our organizational focus on a series of deliverable goals that strengthen our core beliefs and ensure that all our students graduate high school ready to enter college and a career with skills they need to succeed in this century. The WUSD Strategic Planning Committee is comprised of 20-25 members representing our School Board, District Cabinet, Administration, Teachers, Support Services, Classified, Parents,</p>	<p>The LCAP Staff survey reflects similar priorities, including:</p> <ul style="list-style-type: none"> Increase access to technology (60.7%) 1ncorporate more materials and resources aligned to new state standards Academic supports specific to student needs (64.3%) More Parent Education Workshops (54%) Keep strengthening current efforts (57.9%) Strengthen the EL programs already in use (54.1%) <p>The stakeholder groups were clear that the district should strengthen current practices rather than adding new initiatives.</p>

<p>Community Leaders, and High School Students.</p> <hr/> <p>District Leadership Team Meetings Throughout the 2015-16 school year the WUSD Leadership Team held regular meetings on the 2nd Tuesday of each month. The District leadership Team is comprised of the Superintendent, Superintendent’s cabinet, district directors and site principals. Each meeting is structured on topics relevant to the current pace of activities throughout the district and prioritizing our forward progress to incorporate the WUSD LCAP strategic goals.</p> <hr/> <p>WUSD Board of Education Meetings The WUSD is governed by an elected five member Board of Education that meets monthly every 2nd and 4th Thursday. The WUSD Board of Education has established a higher level of public participation and open communication to help the community better understand the challenges faced by the district.</p> <hr/> <p>LCAP Surveys The WUSD developed a series of LCAP surveys that were distributed to parents, teachers, staff and community members asking for input on the district’s LCAP. The surveys highlighted a number of different areas of our District LCAP as well as the state priorities. The feedback gathered was implemented back into our LCAP for further review with our LCAP Parent Advisory Committee. The LCAP surveys were distributed to the parents, staff and the broader community using the district’s Constant Contact account which contains more than 5,000 active subscribers. The surveys were also promoted via the district’s website, social media pages and the WUSD e-News newsletter. In total, the WUSD received a total 217 completed surveys. The WUSD leadership team was responsible for collecting and analyzing the survey results and presenting the data to the LCAP PAC for further discussion and implementation into the district LCAP.</p>	<p>The committees were unanimous in voicing a need to make the LCAP more focused, easier to understand, with clear metrics.</p> <p>One of the ways this was translated into LCAP was by moving actions related to professional development into a single action under Goal 3, High Quality Teaching and Learning and moving all actions relating to student achievement to Goal 1, 21st Century Skills. Additionally, the groups were hesitant to add additional actions. The 2016-20 LCAP includes few additional actions, unrelated to the actions described in previous plans. The new actions include implementing Get Focused, Stay Focused and two new data systems for tracking LCAP (Data Dashboard) and strengthening attendance programs (Tipping Point).</p> <p>The LCAP PAC is pleased with the expansion of Visual and Performing Arts (VAPA), with the hiring of three more teachers, and would like that expansion to continue.</p> <p>There is expressed interest in revamping the existing GATE program which is addressed in Action 2.4.</p> <p>Parents, principals and teachers expressed positive reactions to the increased socio-emotional support for students through; increase in Social Workers, increase in Home School Liaisons and the Reach I Alliance with Kevin Bracy. Stakeholders agree that these programs should continue and grow. Additionally parents would like to see the Reach I Alliance program provide additional parent trainings. To address this, Action 5.2 provides that the Reach 1 Alliance will make parent training and motivational videos available through the district website. The Alliance is committed to appearing and disc jockeying one dance at each site.</p> <p>In summary, WUSD Stakeholder groups share in the desire that LCAP to be more streamlined and focused on programs already in place rather than adding new initiatives. There is a push for continuing programs to promote the socio-emotional well-being of students and to increase the home school connection.</p>
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<p>Meetings with Collective Bargaining Units</p> <p>The WUSD leadership has kept the district’s collective bargaining units apprised of all LCAP updates and information throughout the 2015-16 school year. The bargaining units have been invited to participate in LCAP community and staff meetings. Additionally, the WUSD has made available several resources for the LCAP on the district’s website. The WUSD leadership also hosted a series of LCAP work sessions inviting the collective bargaining units to participate in more in depth brainstorming session to address all the areas of the district LCAP.</p>	<p>The student surveys emphasize the need for professional learning for teachers in educating students about cyber safety and digital citizenship. The survey also highlights the need for 1:1 devices.</p>
<p>WUSD Superintendent’s Cabinet</p> <p>The Superintendent’s Cabinet meets weekly throughout the entire year to discuss and strategize the district’s objectives, make recommendations for future work and to prioritize direction from the Board of Education. The Superintendent’s Cabinet is always focused on driving the district toward a comprehensive action plan that supports students, schools sites and the delivers on the goal outline the LCAP.</p>	<p>Students express great interest in CTE pathways that include Communication Technologies (ICT) (1876 votes) and Health Science and Medical Technology (HSMT) (1717 votes.) These are areas of expansion for the coming years.</p> <p>Aside from helping to inform specific actions, The Local Control Accountability Plan stakeholder engagement process has:</p> <p>Resulted in the establishment of a strong core of individuals, representing various facets of our community, ready and willing to collaborate with district leadership.</p>
<p>District English learner Advisory Committee (DELAC) Meetings</p> <p>The DELAC met four times this year. Each agenda included the Local Control Accountability Plan (LCAP.) The agenda’s included general information about LCFF and LCAP, Needs Assessment and a forum for feedback relating to English Learners and parental involvement.</p> <p>The meeting dates were:</p> <p>Oct. 28th Jan. 27th March 30th May 18th</p> <p>Modules created for school site council</p> <p>Each school site was provided with an LCAP PowerPoint Module for presentation to the School Site Council. The training included a detailed explanation of the new funding formula, the budget, and the accountability requirements. Principals elicited feedback from parents and shared that information during District/Site Leadership and LCAP Work</p>	<p>Established a platform for community engagement in the district LCAP and strategic objectives.</p> <p>Evaluated and refined the current district missions and action.</p> <p>Created a culture of transparency between the district and the community.</p> <hr/> <p>Greater community engagement in district-wide activities. Increased focus on district-wide student, school and program celebrations and achievements.</p> <p>Implemented organizational best practices to develop and promote positive interaction among the district and the community.</p> <p>Pursued educational and operational initiatives to deliver on the goals outline in the LCAP.</p>

<p>sessions.</p> <p>Student Voice – Surveys CTE Pathways 2094 6th-10th graders took a CTE Survey regarding pathways of interest. The top two industry sectors in which students were <i>very interested</i> were Information and Communication Technologies (ICT) (1876 votes) and Health Science and Medical Technology (HSMT) (1717 votes). The specific pathways of highest interest were Games and Simulation and Software and Systems Development under ICT and Patient Care under HSMT.</p> <p><u>Student Surveys regarding Technology</u></p> <p>The BryteBytes student survey reflects the following:</p> <p>Students have proficient access at school and advanced access at home.</p> <p>Students have a need for more training on digital citizenship based on the emerging data point.</p> <p>Students perceive themselves advanced in foundational skills but emerging in on-line skills.</p> <p><i>Questions and Comments for the Superintendent were addressed, See Appendix A.</i></p>	<hr/> <p><i>Questions and Comments for the Superintendent were addressed, See Appendix A.</i></p>
<p>Annual Update</p> <p>The same process that informed the development of the 2016-17 LCAP was used to complete the Annual Update. The Annual Update was the starting point for analyzing the effectiveness of current programs and the needs going forward.</p> <p>Each of the stakeholder groups delineated above also provided input on the Annual Update.</p> <p>The LCAP Work Sessions synthesized feedback into the Annual Update by streamlining and combining related actions, deleting items and clarifying. Additionally, the stakeholder group analyzed existing metrics and refined them based on data and outcomes.</p> <p><i>Questions and Comments for the Superintendent were addressed, See Appendix A.</i></p>	<p>Annual Update:</p> <p>The Annual Update served as the starting point for evaluating the effectiveness of the current LCAP; strengths and weaknesses. The first couple of meeting centered around the expected measurable outcomes versus the actual measurable outcomes.</p> <p>Stakeholder groups revised the metrics to align with the 22 required metrics and the current data for Washington Unified School District. They recognized that actions need to be implemented fully over a period of time, 3-5 years in some cases, before the data reflects positive change.</p> <p>Additionally, the stakeholder groups wanted to trim the LCAP</p>

	<p>and combine related actions so that the plan is more user friendly. This is documented in the reflection boxes under each goal.</p> <p>Some items were deleted as the funding is not available at this time. Some actions, like VAPA and data systems were expanded.</p> <p><i>Questions and Comments for the Superintendent were addressed, See Appendix A.</i></p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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; communication and collaboration; and citizenship. Students will graduate from WUSD college and career ready, prepared for independent living, citizenship and lifelong learning.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>x</u> 3__ 4 <u>x</u> 5_ 6__ 7 <u>x</u> 8_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	The following needs are addressed within this goal: Demands of 21 st Century world of work • Historical performance on standardized tests, particularly among students from poverty and English learners • CAASPP data reflected racial performance gaps • Regular data meetings in grade-level teams 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 (LTEL) and need to improve reclassification rate * The English Learners subgroup was not meeting state or county CAHSEE passage rates in 2014-15 * Eligible WUSD students not having opportunity to participate in the Seal of Biliteracy		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of students will have access to standards-aligned instructional materials as evidenced by 100% compliance with the Williams Act. 		

- Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12.
- Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. Once an API is established, WUSD will meet or exceed performance levels of similar schools.
- Title III Accountability AMAO 1 relating to yearly progress toward English proficiency and Title III Accountability AMAO's 2 and AMAO 3 relating to reclassification rates will improve until AMAO's are met.
- The percent of students passing AP exams each year will increase (from the current rate of 33%) annually until 80% passage rate is met.
- Student access and enrollment in all required areas of study as evidenced by master and instructional schedules
- EAP Math and Literacy College Ready rates will increase each year.
- 90% of 9th grade students will complete a course in Get Focused, Stay Focused as a freshman requirement.
- Increase of 50% of students using devices in the classroom as measured by Technology Surveys and inventories. Currently there are 1850 devices with more than 3700 projected devices in the classroom by the end of 2016-17.
- Decrease the percentage of students assessed, but not eligible, for special education by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
<p>Action 1.1 Acquire high- quality standards aligned instructional materials and resources for all students.</p> <p>Provide all students with the appropriate instructional materials necessary to access the newly adopted Math Curriculum.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$1,290,000</p> <p>LCFF Base</p> <p><i>Object codes:</i> 4000-4999</p>
<p>Action 1.2 Develop and refine systems and processes for analyzing student performance and progress toward CA State Standards by providing teacher release time. Analyze and</p>	Districtwide Exception of West	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$75,000 – DATA DASH</p>

<p>evaluate data systems to support differentiated instruction efficiency systems management and assessments for learning. Provide release time for teachers and administration to collaborate on the best use of data systems. Implement a data dashboard to monitor LCAP metrics.</p> <p>Action 1.3 All actions relating to Professional Development have been moved to Goal 3 – High Quality Teaching and Learning</p>	<p>Sacramento Indep. Study</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C</p> <p>Object codes: 1000-5900</p>
<p>Action 1.4 WUSD Technology Plan will continue to toward reaching full implementation with the increase in access to student mobile devices, teacher professional development, and infrastructure upgrades.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$900,000 LCFF Base</p> <p>Object codes: 1000-6999</p>
<p>Action 1.5-1.6 All actions relating to Professional Development have been moved to Goal 3 – High Quality Teaching and Learning</p>			
<p>Action 1.7 Continue the early literacy programs in Pre-K and TK on which to build deep content knowledge for reading, writing, listening and speaking via structured play and developmentally appropriate activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional cost incurred LCFF Base</p>
<p>Action 1.8 Utilize Illuminate for formative assessments in the classroom. Examine results to refine lessons, identify struggling learners and provide intervention as needed.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$47,868 4 LCFF Base</p> <p>Object code: 5800-4300</p>
<p>Action 1.9 Continue to promote WUSD’s Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2,000 Title III Object Codes:1000-4300</p>

<p>Action 1.10 Implement the Get Focused, Stay Focused (GFSF) college and career readiness program for all District freshmen. Through this course, students will be challenged to envision a future that includes graduation from high school, matriculation and graduation from post-secondary education or training, and transition into the workforce with the training and skills necessary for economic self-sufficiency. At the completion of their 9th grade course, students will have developed an online 10-year plan that will act as a roadmap for their education, career, and, ultimately, life path. Teachers will be provided professional learning and collaboration time to refine implementation of the new program. Cost includes professional learning, supplies and materials.</p>	<p>RCHS & Yolo</p>	<p>X_ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$60,000 LCFF S/C Object codes: 1000-5000</p>
<p>Action 1.11 In order to decrease the number of students referred for Special Education testing, who do not qualify the Director of Special Services with the school psychologists will train each sites administration and SST team on how students qualify for special education services. School psychologist will continue to work with SST teams on a monthly basis to review students and their academic needs. An intervention task force will be developed to train and support teachers in strategies to support students with academic and behavioral needs.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p>__Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __X_Other Subgroups: (Specify) Special Education</p>	<p>\$1,440 LCFF S/C Object codes: 1000-3000 LCFF S/C</p>
<p>Action 1.12 Allocations of funds to sites to provide learning supports to targeted students (\$55/unduplicated count) through before/afterschool intervention, teacher collaboration time, supplemental materials and training opportunities. Plan must be clearly outlined in the Single Plan for Student Achievement and approved by School Site Council.</p> <p>Continues from previous LCAP</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p>__X_ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$300,000 LCFF S/C Object codes: 1000-5800</p>
<p>Action 1.13 WUSD Board approved grants will be allocated to sites to support academic intervention outside of the school day. Each elementary and Yolo Education Center to receive \$4,040; River City HS \$8,080.</p>	<p>Districtwide</p>	<p>__X_ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$40,000 LCFF Base Object codes: 1000-3000</p>

<p>Action 1.14 Expand summer school extended year offerings to include lower grades by targeting students struggling to meet state standards; Offer classes to ready students for the next grade level including Algebra Readiness. Consider credit recovery programs for students needing additional credits to graduate on time. Continue Summer Bridge program for incoming freshman needing academic support.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p><u> </u>X_ALL OR: <u> </u>Low Income Pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify) _____</p>	<p>\$300,000 LCFF S/C \$100,000 Title I \$30,000 Title III <i>Object codes:</i> 1000-3999 4000-4999 5000-5999</p>
<p>Action 1.15 Continue to utilize 10 FTE English Learner Intervention Specialists to promote English Language Development.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p><u> </u>ALL OR: <u> </u>Low Income Pupils <u> </u>X_English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify) _____</p>	<p>Ongoing personnel costs: \$941,528 LCFF S/C <i>Object codes:</i> 1000-3999</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of students will have access to standards-aligned instructional materials as evidenced by 100% compliance with the Williams Act. • Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12. • Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. Once an API is established, WUSD will meet or exceed performance levels of similar schools. • Title III Accountability AMAO 1 relating to yearly progress toward English proficiency and Title III Accountability AMAO’s 2 and AMAO 3 relating to reclassification rates will improve until AMAO’s are met. • The percent of students passing AP exams each year will increase (from the current rate of 33%) annually until 80% passage rate is met.
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- Student access and enrollment in all required areas of study as evidenced by master and instructional schedules
- 90% of 9th grade students will complete a course in Get Focused, Stay Focused as a freshman requirement.
- Increase of 50% of students using devices in the classroom as measured by Technology Surveys and inventories. Currently there are 1850 devices with more than 3700 projected devices in the classroom by the end of 2016-17.
- Decrease the percentage of students assessed, but not eligible, for special education by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1 Acquire high-quality standards aligned instructional materials and resources for all students.</p> <p>Purchase newly adopted curriculum based on possible ELA Adoption, if available.</p>	Districtwide	<input checked="" type="checkbox"/> ALL	1,315,800 LCFF Base <i>Object codes:</i> 4000-4999
<p>Action 1.2 Utilize a data dashboard to monitor LCAP metrics.</p>	Districtwide Exception of West Sacramento Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$75,000 LCFF S/C <i>Object codes:</i> 1000-5900
<p>Action 1.3 All actions relating to Professional Development have been moved to Goal 3 – High Quality Teaching and Learning</p>			
<p>Action 1.4 WUSD Technology Plan will continue to toward reaching full implementation with the increase in access to student mobile devices, teacher professional development, and infrastructure upgrades.</p>	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$900,000 LCFF Base <i>Object codes:</i> 1000-6999
<p>Action 1.5-1.6 All actions relating to Professional Development</p>			

have been moved to Goal 3 – High Quality Teaching and Learning			
Action 1.7 Continue the early literacy programs in Pre-K and TK on which to build deep content knowledge for reading, writing, listening and speaking via structured play and developmentally appropriate activities.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost incurred LCFF Base
Action 1.8 Utilize Illuminate for formative assessments in the classroom. Examine results to refine lessons, identify struggling learners and provide intervention as needed.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$48,450 LCFF Base Object code: 5000-5900
Action 1.9 Continue to promote WUSD’s Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,100 Title III Object codes: 4300
Action 1.10 The Get Focused, Stay Focused (GFSF) program continue at River City High School to prepare students for success with CA state standards leading to readiness for college or career. All 9 th grade students will be required to take the course. Teachers will be provided professional learning and collaboration time to refine implementation of the new program.	RCHS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$61,200 LCFF S/C Object codes: 1000-5000
Action 1.11 In order to decrease the number of students referred for Special Education testing, who do not qualify the Director of Special Services with the school psychologists will train each sites administration and SST team on how students qualify for special education services. School psychologist will continue to work with SST teams on a monthly basis to review students and their	District wide Exception of West Sacramento Indep. Study	<input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	\$1,600 LCFF S/C Object codes: 1000-3000

academic needs. An intervention task force will be developed to train and support teachers in strategies to support students with academic and behavioral needs.			
Action 1.12 Allocations of funds to sites to provide learning supports to targeted students (\$55/unduplicated count) through before/afterschool intervention, teacher collaboration time, supplemental materials and training opportunities. Plan must be clearly outlined in the Single Plan for Student Achievement and approved by School Site Council.	District wide Exception of West Sacramento Indep. Study	<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$306,000 LCFF S/C Object codes: 1000-5800
Action 1.13 WUSD Board approved grants will be allocated to sites to support academic intervention outside of the school day. Each elementary and Yolo Education Center to receive \$4,040; River City HS \$8,080.	Districtwide	<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$40,000 LCFF Base Object codes: 1000-3000
Action 1.14 Continue to provide summer school extended year offerings to by targeting students struggling to meet state standards;	Districtwide Exception of West Sacramento Indep. Study	<input type="checkbox"/> X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$300,000 LCFF S/C \$100,000 Title I \$30,000 Title III <i>Object codes:</i> 1000-5999
Action 1.15 Continue to utilize 10 FTE English Learner Intervention Specialists.	Districtwide Exception of West Sacramento Indep. Study	X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Ongoing personnel costs: \$960,359 LCFF S/C

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 100% of students will have access to standards-aligned instructional materials as evidenced by 100% compliance with the Williams Act.
- Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12.
- Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. Once an API is established, WUSD will meet or exceed performance levels of similar schools.
- Title III Accountability AMAO 1 relating to yearly progress toward English proficiency and Title III Accountability AMAO's 2 and AMAO 3 relating to reclassification rates will improve until AMAO's are met.
- The percent of students passing AP exams each year will increase (from the current rate of 33%) annually until 80% passage rate is met.
- Student access and enrollment in all required areas of study as evidenced by master and instructional schedules
- 90% of 9th grade students will complete a course in Get Focused, Stay Focused as a freshman requirement.
- Increase of 50% of students using devices in the classroom as measured by Technology Surveys and inventories. Currently there are 1850 devices with more than 3700 projected devices in the classroom by the end of 2016-17.
- Decrease the percentage of students assessed, but not eligible, for special education by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1 Acquire high- quality standards aligned instructional materials and resources for all students.</p> <p>Provide all students with the appropriate instructional materials necessary to access the newly adopted ELA curriculum.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,000,000</p> <p>LCFF Base</p> <p>Object codes: 4000-4999</p>
<p>Action 1.2 Continue to utilize a data dashboard to monitor LCAP metrics.</p>	Districtwide Exception of West	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$72,000</p> <p>LCFF S/C</p>

	Sacramento Indep. Study	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Object codes: 5000-5900
Action 1.3 All actions relating to Professional Development have been moved to Goal 3 – High Quality Teaching and Learning		__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Action 1.4 WUSD Technology Plan will continue to toward reaching full implementation with the increase in access to student mobile devices, teacher professional development, and infrastructure upgrades.	Districtwide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Re designated fluent English proficient __Other Subgroups: <u>underperforming subgroups</u>	\$900,000 LCFF Base Devices & Infrastructure <i>Object codes:</i> 1000-6999
Action 1.5 All actions relating to Professional Development have been moved to Goal 3 – High Quality Teaching and Learning			
Action 1.6 All actions relating to Professional Development have been moved to Goal 3 – High Quality Teaching and Learning			
Action 1.7 Continue the early literacy programs in Pre-K and TK on which to build deep content knowledge for reading, writing, listening and speaking via structured play and developmentally appropriate activities.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost incurred LCFF Base
Action 1.8 Utilize Illuminate for formative assessments in the classroom. Examine results to refine lessons, identify struggling learners and provide intervention as needed.	Districtwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re designated fluent English proficient __Other Subgroups: <u>underperforming subgroups</u>	\$48,000 LCFF Base Object codes: 5000-5900
Action 1.9 Continue to promote WUSD’s Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.	Districtwide	_X_ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$2,400 Title III

		__ Other Subgroups: (Specify) _____	Object codes: 4300
Action 1.10 The Get Focused, Stay Focused (GFSF) program will be implemented at River City High School to prepare students for success with CA state standards leading to readiness for college or career. All 9 th grade students will be required to take the course. Teachers will be provided professional learning and collaboration time to refine implementation of the new program.	District wide Exception of West Sacramento Indep. Study	X_ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$60,000 LCFF S/C Object codes: 1000-5000
Action 1.11 In order to decrease the number of students referred for Special Education testing, who do not qualify the Director of Special Services with the school psychologists will train each sites administration and SST team on how students qualify for special education services. School psychologist will continue to work with SST teams on a monthly basis to review students and their academic needs. An intervention task force will be developed to train and support teachers in strategies to support students with academic and behavioral needs.	District wide Exception of West Sacramento Indep. Study	__ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ X_ Other Subgroups: (Specify) Special Education	\$1,600 LCFF S/C Object codes: 1000-3000
Action 1.12 Allocations of funds to sites to provide learning supports to targeted students (\$55/unduplicated count) through before/afterschool intervention, teacher collaboration time, supplemental materials and training opportunities. Plan must be clearly outlined in the Single Plan for Student Achievement and approved by School Site Council.	District wide Exception of West Sacramento Indep. Study	__ X_ ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$310,000 LCFF S/C Object codes: 1000-5800
Action 1.13 WUSD Board approved grants will be allocated to sites to support academic intervention outside of the school day. Each elementary and Yolo Education Center to receive \$4,040; River City HS \$8,080.	District wide	__ X_ ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$40,000 LCFF Base Object codes: 1000-3000
Action 1.14 Provide summer school extended year by targeting students struggling to meet state standards.	District wide Exception of West Sacramento Indep. Study	__ X_ ALL OR: __ Low Income Pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$300,000 LCFF S/C \$100,000 Title I \$30,000

			Title III Object codes: 1000-5999
Action 1.15 Continue to utilize 10 FTE English Learner Intervention Specialists.	District wide Exception of West Sacramento Indep. Study	__ALL OR: __Low Income Pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$979,569 LCFF S/C Object codes: 1000-3999
GOAL 2:	<p>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.</p>		<p>Related State and/or Local Priorities: 1__ 2__X__ 3__ 4__X__ 5__ 6__ 7__X__ 8__X__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p>Goal 2 was determined based on the following needs:</p> <p>Demands of the 21st Century* Regional economic outlook, job forecasts, and studies for the Greater Sacramento Area* Under-representation among certain populations, including minority students and English Learners, in a rigorous course of study * Enrollment in advanced placement courses does not match the population * Community interest in increased pathway choices for students and opportunities for real world applications * WUSD has not yet participated in the Seal of Biliteracy offered by the State of CA * AP exam passage rates are less than 35%</p>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL, Special Education, Long Term EL , Low-income, Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12. • A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options. • Establish a CTE sequence completion baseline and increase the percentage each year until at least 90% completion rate is met. • The percent of students passing AP exams each year will increase until 80% passage rate is met. • Student access to VAPA instruction will expand from 5th through 12th grades to K-12th grades. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1 Continue to use College and Career Readiness Program for grade-levels 6-12 district-wide, to support all students at these grade levels	Districtwide Exception of West Sacramento Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000 LCFF S/C <i>Object codes:</i> 4000-4999 license
Action 2.2 Bryte administrative, instructional and support staff. Provide administrative, instructional and support staff to support the Culinary pathway on the Bryte campus, ongoing cost.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$441,834 LCFF Base <i>Object codes:</i> 1000-3999
Action 2.3 Provide one VAPA teacher per elementary site, 8FTE.	Districtwide Exception of West Sacramento Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$671,471 LCFF BASE <i>Object codes:</i> 1000-3999
Action 2.4 2015-16 GATE Task Force to explore inclusion of additional school sites and process of student identification as GATE, promotion of equal access to identifying assessment. Establish a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students. Accelerate course design and final decisions for implementation in 2017-18.	Districtwide Exception of West Sacramento Indep. Study	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE</u>	\$1,989 LCFF S/C <i>Object codes:</i> 1000-3999
Action 2.5 This action has been deleted as funding is not in place at the time (acquiring space for Art Center at RCHS)			
Action 2.6 and 2.7 Combined as follows: VAPA resource exploration of facilities, support and resources continues. Materials and supplies will continue to be augmented through district funds.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>High Achieving and /or GATE identified</u>	\$45,900 LCFF Base <i>Object codes:</i> 1000-5000

<p>Action 2.8 Offer AVID program as an elective class to all eligible and self-selecting students districtwide; affected teachers trained as required; achieve certification of all AVID teachers. Use AVID as a springboard to accelerate students into advanced courses of study and provide support for students in meeting A-G requirements.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income Pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_High Achieving and /or GATE identified _____</p>	<p>\$141,464 LCFF S/C Object codes: 1000-5900</p>
<p>Action 2.9 Achieve equitable representation and provide effective support structures of historically underserved populations in STEM & CTE courses as measured by enrollment data. Offer “Code for the Hood “and “Coding for Girls” summer program and enrichment to promote student engagement with coding.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p><input type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income Pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>\$24,000 Summer Camp, MOU \$1,800 LCFF S/C Object code: 4000-5800</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12. • A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options; 20% career ready. • Establish a CTE sequence completion baseline and increase the percentage each year until at least 90% completion rate is met. • The percent of students passing AP exams each year will increase until 80% passage rate is met. • Students graduating with the CA Seal of Biliteracy will increase each year. • Student access to VAPA instruction is evident in K-12th grades.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 2.1 Continue to use College and Career Readiness Program for grade-levels 6-12 district-wide, to support all students at these grade levels. Purchase and implement an online course curriculum for the Independent Study Program. Initial program for not more than 60 independent study students.</p>	<p>Districtwide Exception of West Sacramento Indep.Study</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$12,250 LCFF S/C <i>Object codes:</i> 4000-4999</p>

<p>Action 2.2 Bryte administrative, instructional and support staff. Bryte administrative, instructional and support staff. Provide administrative, instructional and support staff to support the Culinary pathway on the Bryte campus.</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Ongoing personnel costs: \$450,670 LCFF Base Object codes: 1000-3999</p>
<p>Action 2.3 Continue to provide one VAPA teacher per elementary site.</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Ongoing Personnel costs \$630,000 LCFF Base Budget codes: 1000-3999</p>
<p>Action 2.4 Full implementation of a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p>__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)GATE Identified_____</p>	<p>\$2,029 LCFF S/C Object codes: 1000-3999</p>
<p>Action 2.5 This action has been deleted as funding is not in place at the time (acquiring space for Art Center at RCHS)</p>			
<p>Action 2.6 and 2.7 Combined as follows: VAPA resource exploration of facilities, support and resources continues. Materials and supplies will continue to be augmented through district funds.</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$46,818 LCFF Base Object codes: 4000-5900</p>
<p>Action 2.8 Offer AVID program as an elective class to all eligible and self-selecting students districtwide; affected teachers trained as required; achieve certification of all AVID teachers. Use AVID as a springboard to accelerate students into advanced courses of study and provide support for students in meeting A-G requirements.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$142,800 LCFF S/C Object codes: 1000-5900</p>

Action 2.9 Achieve equitable representation and provide effective support structures of historically underserved populations in STEM & CTE courses as measured by enrollment data. Offer “Code for the Hood” summer program and enrichment to promote student engagement with coding. Continue to highlight student STEM projects through site and district level showcases.	Districtwide Exception of West Sacramento Indep. Study	<input checked="" type="checkbox"/> ALL	\$25,050
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Summer Camp, MOU \$2,000 LCFF S/C Object code: 4000-5800

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12. • A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options. • Establish a CTE sequence completion baseline and increase the percentage each year until at least 90% completion rate is met. • The percent of students passing AP exams each year will increase until 80% passage rate is met. • Students graduating with the CA Seal of Biliteracy will increase each y • Student access to VAPA instruction will be evident in grades K-12th grades.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1 Continue to use College and Career Readiness Program for grade-levels 6-12 district-wide, to support all students at these grade levels Cost -- Funding Source	Yolo HS Exception of West Sacramento Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$13,000 LCFF S/C Object codes: 4000-5000
Action 2.2 Bryte administrative, instructional and support staff. Bryte administrative, instructional and support staff. Provide administrative, instructional and support staff to support the Culinary pathway on the Bryte campus.	RCHS Yolo Education Center	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$441,834 LCFF Base Object codes: 1000-3999

<p>Action 2.3 Continue to provide one VAPA teacher per elementary site.</p>	<p>Elementary Sites, Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$698,598 LCFF Base Object codes: 1000-3</p>
<p>Action 2.4 Implement a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students. Accelerate course design and final decisions for implementation in 2017-18.</p>	<p>Districtwide Exception of West Sacramento Indep.Study</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE Identified</u></p>	<p>\$2,000 LCFF S/C Object codes: 1000-3900</p>
<p>Action 2.5 This action has been deleted as funding is not in place at the time (acquiring space for Art Center at RCHS)</p>			
<p>Action 2.6 and 2.7 Combined as follows: VAPA resource exploration of facilities, support and resources continues. Materials and supplies will continue to be augmented through district funds.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$47,454 LCFF S/C Object codes: 4000-5900</p>
<p>Action 2.8 Offer AVID program as an elective class to all eligible and self-selecting students districtwide; affected teachers trained as required; achieve certification of all AVID teachers. Use AVID as a springboard to accelerate students into advanced courses of study and provide support for students in meeting A-G requirements.</p>	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$142,800 LCFF S/C Object codes: 1000-5900</p>
<p>Action 2.9 Achieve equitable representation and provide effective support structures of historically underserved populations in STEM & CTE courses as measured by enrollment data. Offer "Code for the Hood" summer program and enrichment to promote student engagement with coding. Continue to highlight student STEM projects through site and district level showcases.</p>	<p>District wide Exception of West Sacramento Indep. Study</p>	<p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$25,000 Coding Summer Camps, MOU \$2,000 LCFF S/C Object code:</p>

			4000-5800
GOAL 3:	High Quality Teaching and Learning: Students will become college and career ready through high quality instruction in Common Core State Standards (CA STATE STANDARDS). Students will learn through robust inquiry; collaboration; problem- and project-based learning (PBL); 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.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	This goal stems from the following needs: The expectation that Common Core State Standards (CA STATE STANDARDS) , new English Language Development Standards (ELD) and the Next Generation Science Standards (NGSS) will be fully implemented districtwide* Improvement of student outcomes based on district data regarding student academic achievement, including the existence of a predictable achievement gap based on race * Regular grade level meetings reveal that students identified as being behind are not catching up * English Learner student passage rates on CAHSEE (first time 10 th grade test takers) are 5% lower than non EL students * The AMAO's for English Learners were not met * The percentage of Long Term EL (LTEL) students is not decreasing over time * Not all teachers have been trained in the new ELD Standards		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL, Special Education ;Long Term English Learners, Low-income, Foster Youth, minority subgroups	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 95% of teachers will be appropriately credentialed and assigned in all subject areas. All teachers will be required to reach appropriate credentialed status within one year of employment. 100% of Get Focused, Stay Focused (GFSF) teachers will have participated in GFSC Professional Development by August, 2016 Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. EAP Math and Literacy College Ready rates will increase each year A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options; 20% career ready. Voluntary participation in Professional Learning will increase by 10% until 80% rate of participation is met. The rate of teacher misassignment will be less than 10% 		
Actions/Services		Scope of Service	Budgeted Expenditures
Action 3.1 Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and three Teacher University Days as described in a Comprehensive PD Plan. Expect at least 80 % of teachers to have participated in one or more professional development training. Track professional development activities using software system.		Districtwide Exception of West Sacramento Indep. Study	___X___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____
			\$ 943,440 LCFF S/C <i>Object codes:</i>

Professional Development to include: <ul style="list-style-type: none"> • Implementation of the new math curriculum, K-8. • Utilizing the Google Classroom environment to enhance instruction of CA State Standards • Content specific support • Integrated and designated ELD • Collaborative Learning structures 			1000-5999
Action 3.2 – 3.3 These actions have been moved or completed. See Annual Update.			
Action 3.4 Recruit, Retain and sustain effective teachers. <ul style="list-style-type: none"> • Attend job fairs for all positions • Student Teacher partnership with UC Davis, CSUS & National University • Promote Aspiring Administrator Programs, i.e.: SCOE • Expand Induction Program to incorporate new teachers • Explore National Board Certification Incentive Programs • Increase Employee Recognition Events and encourage Teacher of Year (TOY) nominations • Increase employee incentives to promote health and wellness 	Districtwide	_X_ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$25,000 LCFF Base <i>Object codes:</i> 1000-5999
Action 3.5 – 3.9 These actions have been moved or completed. See Annual Update.			
Action 3.9.1 (duplicate 3.9) Hire Program Specialist Completed 2015-16. Continue to utilize this position to support implementation of CA State Standards.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$103,450 LCFF Base <i>Object codes:</i> 1000-3999
Action 3.10 Expand the Induction Program (formerly known as BTSA) Professional Development and Coaching Support for approximately 40+ teachers.	Districtwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$170,475 LCFF Base <i>Object codes:</i> 1000-3999
Action 3.11 Continue to support the full implementation of A	Districtwide	_ALL	\$10,000

<p>Look at Learning (A.L.L.) to support English Learners at the 3 sites with the largest EL populations. Supplement the Central Valley Foundation grant with additional collaboration time and planning time. Participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership.</p>	<p>Exception of West Sacramento Indep. Study</p>	<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF S/C Object codes: 1000-5900</p>
<p>Action 3.12 Secretary II, EL. Hired in 2015-16. Continuing to support EL programs districtwide.</p>	<p>Districtwide except WSIS</p>	<p>ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$60,200 LCFF S/C Object codes: 1000-3900</p>
<p>Action 3.13-3.16 These actions have been completed or moved to another goal area. See Annual Update.</p>			
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 95% of teachers will be appropriately credentialed and assigned in all subject areas. All teachers will be required to reach appropriate credentialed status within one year of employment. 100% of Get Focused, Stay Focused (GFSF) teachers will have participated in GFSC Professional Development by August, 2016 Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. EAP Math and Literacy College Ready rates will increase each year A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options; 20% career ready. Voluntary participation in Professional Learning will increase by 10% until 80% rate of participation is met. The rate of teacher misassignment will be less than 10% 		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Action 3.1 Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and three Teacher University Days as described in a Comprehensive PD Plan. Expect at least 80 % of teachers to have participated in one or more professional development training. Track professional development activities using software system.</p> <p>Professional Development to include:</p> <ul style="list-style-type: none"> Implementation of the new math curriculum, K-8. 	<p>Districtwide Exception of West Sacramento Indep. Study</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$ 990,257 LCFF S/C Object codes: 1000-5999</p>

<ul style="list-style-type: none"> Utilizing the Google Classroom environment to enhance instruction of CA State Standards Content specific support Integrated and designated ELD Collaborative Learning structures 			
Action 3.2 – 3.3 These actions have been completed or moved. See Annual Update.			
Action 3.4 Recruit, Retain and sustain effective teachers. <ul style="list-style-type: none"> Attend job fairs for all positions Student Teacher partnership with UC Davis, CSUS & National University Promote Aspiring Administrator Programs, i.e.: SCOE Expand Induction Program to incorporate new teachers Explore National Board Certification Incentive Programs Increase Employee Recognition Events and encourage Teacher of Year (TOY) nominations Increase employee incentives to promote health and wellness 	Districtwide	<u>X</u> ALL __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 LCFF Base <i>Object codes:</i> 1000-5999
Action 3.5-3.7 Actions completed or moved. See Annual Update.			
Action 3.8 Continue to support full implementation of A Look at Learning (A.L.L.) to support English Learners at the 3 sites with the largest EL populations. Participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership.	Districtwide Exception of West Sacramento Indep. Study	__ALL __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 LCFF S/C <i>Object codes:</i> 1000-5900
Action 3.9 This action has been completed or moved. See Annual Update.			
Action 3.10 Support the New Teacher Induction Program (formerly known as BTSA) Professional Development and Coaching Support for approximately 40+ teachers.	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 226,552 LCFF Base <i>Object codes:</i> 1000-5800

Action 3.12 -3.16 These actions have been completed or moved. See Annual Update.			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 95% of teachers will be appropriately credentialed and assigned in all subject areas. All teachers will be required to reach appropriate credentialed status within one year of employment. 100% of Get Focused, Stay Focused (GFSF) teachers will have participated in GFSC Professional Development by August, 2016 Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. EAP Math and Literacy College Ready rates will increase each year A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options; 20% career ready. Voluntary participation in Professional Learning will increase by 10% until 80% rate of participation is met. The rate of teacher misassignment will be less than 10% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1 Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and three Teacher University Days as described in a Comprehensive PD Plan. Expect at least 80 % of teachers to have participated in one or more professional development training. Track professional development activities using software system. Professional Development to include: <ul style="list-style-type: none"> Implementation of the new math curriculum, K-8. Utilizing the Google Classroom environment to enhance instruction of CA State Standards Content specific support Integrated and designated ELD Collaborative Learning structures 	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,010,062 LCFF S/C <i>Object codes:</i> 1000-5999
Action 3.2-3.3 These actions have been completed or moved. See Annual Update.			
Action 3.4 Recruit, Retain and sustain effective teachers. <ul style="list-style-type: none"> Attend job fairs for all positions 	Districtwide	OR: Low Income pupils <input checked="" type="checkbox"/> English Learners	\$25,000

<ul style="list-style-type: none"> • Student Teacher partnership with UC Davis, CSUS & National University • Promote Aspiring Administrator Programs, i.e.: SCOE • Expand Induction Program to incorporate new teachers • Explore National Board Certification Incentive Programs • Increase Employee Recognition Events and encourage Teacher of Year (TOY) nominations • Increase employee incentives to promote health and wellness 		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	LCFF Base <i>Object codes:</i> 1000-5999
Action 3.5 – Action 3.7 These actions have been completed or moved. See Annual Update.			
Action 3.8 Continue to support the work regarding full implementation of A Look at Learning (A.L.L.) to support English Learners at the 3 sites with the largest EL populations. . Participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership.	Districtwide Except West Sac Indep. Study	__ALL OR: __Low Income pupils __XX English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	\$10,000 LCFF S/C Object codes: 1000-5900
Action 3.9 - 3.9.1 These actions have been completed or moved. See Annual Update			
Action 3.10 Continue the Induction Program for new teachers Professional Development and Coaching Support for approximately 40+ teachers.	Districtwide	__X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____	\$ 175,618 LCFF Base Object codes: 1000-5800
Action 3.12-3.16 These actions have been completed or moved to another goal. See Annual Update.			
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		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__

for learning in a school environment that promotes respect, responsibility and safety.

Local : Specify _____

Identified Need :	<p>Goal 4 was derived from the following needs:</p> <ul style="list-style-type: none"> • 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, 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
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Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	EL, SPED, LTEL, Low-income, Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • School facilities will be in good repair overall as evidenced by the Annual Facility Inspection Tool (FIT.) • Student suspension rates will decrease to below 5% each year. • Student expulsion rates will remain at less than 10 students expelled per year • School Attendance rates will maintain at 97% or better. • High school dropout rates will not exceed 6% in any subgroup. Latest data available in 2013-14 which reflects a high school dropout rate of 8.4% overall. • High school graduation rates will meet or exceed 90% overall and among subgroups. The latest state data, from 2013-14, reflects a 88.2% overall high school graduation rate • Maintain a middle school dropout rate lower than 1%. • Chronic absenteeism rates will decrease each year. 2015-16 rate is 10.68% • Maintain school attendance rate at 96% or better. • Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote positive school climate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 4.1 Implement a comprehensive behavior management system at RCHS that includes enforcement of the “closed campus” and motivation for students to fully engage in their learning. Ongoing cost of an additional campus aide to increase supervision.</p>	River City High School	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Ongoing personnel costs \$41,141 LCFF S/C <i>Object codes:</i> 1000-3999</p>
<p>Action 4.2 Provide professional development for Classified Employees to enhance job growth, positive interactions with students, and collaboration between credentialed and classified systems. Send at least 5 instructional aides to Paraeducator training in the spring. Meet regularly with CSEA Leadership to plan opportunities for job growth. Also supports Goal #3 – High Quality Teaching and Learning.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000 LCFF Base Title I <i>Object codes:</i> 1000-5999</p>
<p>Action 4.3 Continue to utilize Health Aides to to oversee medical conditions requiring regular maintenance; i.e.: juvenile diabetes, asthma, allergic reactions, etc. Health Aides will connect low-income families with community resources that support family wellness, birth to adult.</p>	Districtwide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Ongoing personnel costs \$181,602 LCFF Base <i>Object codes:</i> 1000-3999</p>
<p>Action 4.4 Utilize School Social Workers to provide professional development training for teachers and support staff on how to recognize students in crisis or students needing additional social emotional support. Bring in outside experts as needed to expand upon providing care for at-risk students.</p>	Districtwide Except WSIS	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 LCFF S/C <i>Object codes:</i> 1000-3999</p>

			5000-5999
Action 4.5 Continue to utilize Social Workers to provide more concentrated social service support to students and families (.4 FTE per school site.) Increased support system for students and families to ensure connections with agencies and programs throughout Yolo County. Student’s socio-emotional health is essential to academic achievement.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Ongoing personnel costs \$350,478 LCFF Base Object codes: 1000-3999
Action 4.6 Continue Positive Behavior Intervention Systems, OIWEUS and Kevin Bracy’s I Reach Program, Restorative Practices, and Attention 2 Attendance (A2A.) Each of these programs integrates and builds on each other for a coordinated system of regular attendance, positive behavior, anti-bullying and a safe and welcoming school.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$70,000 LCFF Base Object codes: 5000-5999
Action 4.7 Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Replace equipment as needed and expand programs at 7 elementary sites.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$70,000 LCFF Base Object codes: 4000-4999
Action 4.8 Provide technical assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate positive school climates.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Included in district and site staff salary, no additional cost
Action 4.9 Continue to provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students.	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Ongoing personnel costs \$240,145 LCFF S/C Object codes: 1000-3999

<p>Action 4.10 Parking lot safety is a critical component of the work that the WUSD Safety Committee is focused on for 2015-16. Several actions are being considered. The Safety Committee will make recommendations to the City of West Sacramento and work within the scope of what options are available to the district.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Costs for meetings embedded in Safety Committee Budget, no additional cost</p>
<p>Action 4.11 Continue to support the academic success of foster youth throughout the district with a case management system K-8 and 9-12 coordinated through .33 FTE release time for a teacher coordinator. At the elementary level, School Social Workers will provide support. Explore different grant opportunities to further support students needing behavioral guidance.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input type="checkbox"/>_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input checked="" type="checkbox"/>_X Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Ongoing personnel costs \$27,942 LCFF S/C Object codes: 1000-3999</p>
<p>Action 4.12 Establish a districtwide, 1st-8th grade Student Conflict managers program including incentives for positive behavior. Utilize RCHS Peer Mediation as a model for elementary sites. Incur costs of training, materials and supplies.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p>X_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$14,000 LCFF S/C Object codes: 1000-5800</p>
<p>Action 4.13 Implement Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$8,900 LCFF S/C Object codes: 4000-5800</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • School facilities will be in good repair overall as evidenced by the Annual Facility Inspection Tool (FIT.) • Student suspension rates will decrease to below 5% each year. • Student expulsion rates will remain at less than 10 students expelled per year. • School Attendance rates will maintain at 97% or better. • High school dropout rates will not exceed 6% in any subgroup. Latest data available in 2013-14 which reflects a high school dropout rate of 8.4% overall.
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- High school graduation rates will meet or exceed 90% overall and among subgroups. The latest state data, from 2013-14, reflects a 88.2% overall high school graduation rate
- Maintain a middle school dropout rate lower than 1%.
- Chronic absenteeism rates will decrease each year. 2015-16 rate is 10.68%
- Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote positive school climate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenses
<p>Action 4.1 Implement a comprehensive behavior management system at RCHS that includes enforcement of the “closed campus” and motivation for students to fully engage in their learning. Ongoing cost of an additional campus aide to increase supervision.</p>	RCHS	<p><input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> __Low Income Pupils <input type="checkbox"/> __English Learners <input type="checkbox"/> __Foster Youth <input type="checkbox"/> __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups: (Specify) _____</p>	<p>Ongoing personnel costs \$41,964 LCFF S/C <i>Object codes:</i> 1000-3999</p>
<p>Action 4.2 Provide professional development for Classified Employees to enhance job growth, positive interactions with students, and collaboration between credentialed and classified systems. Send at least 5 instructional aides to Paraeducator training in the spring. Meet regularly with CSEA Leadership to plan opportunities for job growth. Also supports Goal #3 – High Quality Teaching and Learning.</p>	Districtwide	<p><input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> __Low Income Pupils <input type="checkbox"/> __English Learners <input type="checkbox"/> __Foster Youth <input type="checkbox"/> __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups: (Specify) _____</p>	<p>\$30,000 LCFF Base Title I <i>Object codes:</i> 1000-5999</p>
<p>Action 4.3 Continue to utilize Health Aides to oversee medical conditions requiring regular maintenance; i.e.: juvenile diabetes, asthma, allergic reactions, etc. Health Aides will connect low-income families with community resources that support family wellness, birth to adult.</p>	Districtwide	<p><input checked="" type="checkbox"/> X_ ALL OR: <input type="checkbox"/> __Low Income Pupils <input type="checkbox"/> __English Learners <input type="checkbox"/> __Foster Youth <input type="checkbox"/> __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups: (Specify) _____</p>	<p>Ongoing personnel Costs \$181,602 LCFF Base <i>Object codes:</i></p>

			1000-3999
Action 4.4 Utilize School Social Workers to provide professional development training for teachers and support staff on how to recognize students in crisis or students needing additional social emotional support. Bring in outside experts as needed to expand upon providing care for at-risk students.	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000 LCFF S/C <i>Object codes:</i> 1000-3999 5000-5999
Action 4.5 Continue to utilize Social Workers to provide more concentrated social service support to students and families (.4 FTE per school site.) Increased support system for students and families to ensure connections with agencies and programs throughout Yolo County. Student's socio-emotional health is essential to academic achievement.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Ongoing personnel Costs \$350,478 LCFF Base <i>Object codes:</i> 1000-3999
Action 4.6 Continue Positive Behavior Intervention Systems, OIWEUS and Kevin Bracy's I Reach Program, Restorative Practices, and Attention 2 Attendance (A2A.) Each of these programs integrates and builds on each other for a coordinated system of regular attendance, positive behavior, anti-bullying and a safe and welcoming school.	Districtwide	<input checked="" type="checkbox"/> ALL	\$70,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Base <i>Object codes:</i> 5000-5999
Action 4.7 Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Replace equipment as needed and expand programs at 7 elementary sites.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$70,000 LCFF Base <i>Object codes:</i> 4000-4999
Action 4.8 Provide technical assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate positive school climates.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included in district and site staff salary, no additional cost

<p>Action 4.9 Continue to provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Ongoing personnel costs \$240,145 LCFF S/C <i>Object codes:</i> 1000-3999</p>
<p>Action 4.10 Parking lot safety is a critical component of the work that the WUSD Safety Committee is focused on for 2015-16. Several actions are being considered. The Safety Committee will make recommendations to the City of West Sacramento and work within the scope of what options are available to the district.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No additional cost</p>
<p>Action 4.11 Continue to support the academic success of foster youth throughout the district with a case management system K-8 and 9-12 coordinated through .33 FTE release time for a teacher coordinator. At the elementary level, School Social Workers will provide support. Explore different grant opportunities to further support students needing behavioral guidance.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000 LCFF S/C Object codes: 1000-3900</p>
<p>Action 4.12 LCAP PAC – Establish a districtwide, 1st-8th grade Student Conflict managers program including incentives for positive behavior. Incur costs of training, materials and supplies.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$14,000 LCFF S/C Object codes: 1000-5900</p>
<p>Action 4.13 Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,900 LCFF S/C Object codes: 4000-5800</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> School facilities will be in good repair overall as evidenced by the Annual Facility Inspection Tool (FIT.) 		

- Student suspension rates will decrease to below 5% each year.
- Student expulsion rates will remain at less than 10 students expelled per year
- School Attendance rates will maintain at 97% or better.
- High school dropout rates will not exceed 6% in any subgroup. Latest data available in 2013-14 which reflects a high school dropout rate of 8.4% overall.
- High school graduation rates will meet or exceed 90% overall and among subgroups. The latest state data, from 2013-14, reflects a 88.2% overall high school graduation rate
- Maintain a middle school dropout rate lower than 1%.
- Chronic absenteeism rates will decrease each year. 2015-16 rate is 10.68%
- Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote positive school climate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 4.1 Implement a comprehensive behavior management system at RCHS that includes enforcement of the “closed campus” and motivation for students to fully engage in their learning. Ongoing cost of an additional campus aide to increase supervision.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____</p>	<p>Ongoing personnel costs \$42,787 LCFF S/C <i>Object codes:</i> 1000-3999</p>
<p>Action 4.2 Provide professional development for Classified Employees to enhance job growth, positive interactions with students, and collaboration between credentialed and classified systems. Send at least 5 instructional aides to Paraeducator training in the spring. Meet regularly with CSEA Leadership to plan opportunities for job growth. Also supports Goal #3 – High Quality Teaching and Learning.</p>	<p>Districtwide</p>	<p><u> X </u> ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____</p>	<p>\$30,000 LCFF Base Title I <i>Object codes:</i> 1000-3999</p>

<p>Action 4.3 Continue to utilize Health Aides to oversee medical conditions requiring regular maintenance; i.e.: juvenile diabetes, asthma, allergic reactions, etc. Health Aides will connect low-income families with community resources that support family wellness, birth to adult.</p>	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999 Ongoing personnel costs \$185,234 LCFF Base Object codes: 1000-3999
<p>Action 4.4 Utilize School Social Workers to provide professional development training for teachers and support staff on how to recognize students in crisis or students needing additional social emotional support. Bring in outside experts as needed to expand upon providing care for at-risk students.</p>	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF S/C Object codes: 1000-3999 5000-5999
<p>Action 4.5 Continue to utilize Social Workers to provide more concentrated social service support to students and families (.4 FTE per school site.) Increased support system for students and families to ensure connections with agencies and programs throughout Yolo County. Student’s socio-emotional health is essential to academic achievement.</p>	Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Ongoing personnel Costs \$350,478 LCFF Base Object codes: 1000-3999
<p>Action 4.6 Continue Positive Behavior Intervention Systems, OIWEUS and Kevin Bracy’s I Reach Program, Restorative Practices, and Attention 2 Attendance (A2A.) Each of these programs integrates and builds on each other for a coordinated system of regular attendance, positive behavior, anti-bullying and a safe and welcoming school.</p> <ul style="list-style-type: none"> Expand I Reach to K-5 at all sites 	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$70,000 LCFF Base Object codes: 5000-5999
<p>Action 4.7 Continue to refine and expand Playworks on elementary campuses to promote positive student interaction,</p>	Districtwide	<input checked="" type="checkbox"/> ALL OR:	\$70,000

engaging school climate and decreased office referrals. Replace equipment as needed and expand programs at 7 elementary sites.		<input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LCFF Base <i>Object codes:</i> 4000-4999
Action 4.8 Provide technical assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate positive school climates.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost
Action 4.9 Continue to provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students.	Yolo HS Westfield Village	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Ongoing personnel costs \$240,145 LCFF S/C <i>Object codes:</i> 1000-3999
Action 4.10 Parking lot safety is a critical component of the work that the WUSD Safety Committee is focused on for 2015-16. Several actions are being considered. The Safety Committee will make recommendations to the City of West Sacramento and work within the scope of what options are available to the district.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional costs
Action 4.11 Continue to support the academic success of foster youth throughout the district with a case management system K-8 and 9-12 coordinated through .33 FTE release time for a teacher coordinator. At the elementary level, School Social Workers will provide support. Explore different grant opportunities to further support students needing behavioral guidance.	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,000 LCFF S/C <i>Object codes:</i> 1000-3900
Action 4.12 LCAP PAC – Establish a districtwide, 1 st -8 th grade Student Conflict managers program including incentives for positive behavior. Incur costs of training, materials and supplies.	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$14,000 LCFF S/C <i>Object codes:</i>

<p>Action 4.13 Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input checked="" type="checkbox"/>_X_ALL OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>1000-5900 \$8,900 LCFF S/C Object codes: 4000-5800</p>
<p>GOAL 5:</p>	<p>Parent Engagement: Parents will be positively 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 prepare their children for life beyond school. Along with parents, the district will foster relationships among community stakeholders in support of student achievement across the West Sacramento Community.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Goal 5 was derived from the following needs:</p> <ul style="list-style-type: none"> • Current and historical parent participation rates are lower than desired • Impact of Common Core on academic rigor and advanced Concepts require additional parent resources and explanation •Community relationships as valuable resource to the school community • Research that demonstrates the link between parent involvement and student success • Board priority 		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: EL, Special Education, Long Term English Learners, Low-income, Foster Youth</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Annual records of parent attendance of School Site Council Meetings, Title I Annual Meeting, English Learner Advisory Committee Meetings, Open House and other site based parent engagement events. • Increased Parent Enrollment in Parent University, Latino Family Literacy and Parent Institute for Quality Education (PIQE.) • Tracking of parent’s attendance at school conference to show continued improvement. • A minimum of one Parent training offered quarterly and a minimum 2 sessions of PIQE offered annually. • Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote parent engagement. 		

Actions/Services		Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 5.1 Continue to utilize the Administrator of Communication and Community Outreach to foster positive relationships and communications across the West Sacramento Community.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Ongoing personnel costs \$124,889 LCFF S/C Object codes: 1000-3900</p>
<p>Action 5.2 Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:</p> <ul style="list-style-type: none"> • LCAP • LEA Plan • Parent Involvement Policies • CA STATE STANDARDS • School climate & safety • Other district initiatives <p>The committee will meet at least 8 times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.</p>	<p>Districtwide</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$12,000 Title I <i>Object codes:</i> 1000-3999 4000-4999 5000-5999</p>
<p>Action 5.3 Provide Parent Trainings, through Parent University, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><u><input checked="" type="checkbox"/> ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$47,000 LCFF S/C \$10,000 Title I \$2,000</p>

<p>Establish at least 2 sessions of Parent Educational Classes using chosen vendor, or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Title III <i>Object codes:</i> 1000-3999</p>
<p>Action 5.4-5.5 These actions are incorporated into Action 5.3. See Annual Update.</p>			
<p>Action 5.6 Utilize technology to communicate more effectively and regularly with parents and the community. Provide professional development on the use of digital tools for 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.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$50,000 LCFF Base <i>Object codes:</i> 4000-4999</p>
<p>Action 5.7 Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children’s school. Build capacity of HSL with ongoing professional development.</p>	<p>Districtwide Except West Sac Indep. Study</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Ongoing personnel costs: \$267,737 \$2,500 LCFF S/C <i>Object codes:</i> 1000-3999</p>
<p>Action 5.8 Combined into Action 5.3</p>			

Action 5.9 Engage all Stakeholders Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.	Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,400 Title III <i>Object codes:</i> 4000-4999 1000-3999
Action 5.10 Establish a plan and process to provide the following per LCAP PAC: <ul style="list-style-type: none"> Fingerprinting costs incurred by district Parent Kiosk or Resource Center at each site Communication through Technology Childcare at meetings 	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9000 Title I Object codes: 1000-5800
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Annual records of parent attendance of School Site Council Meetings, Title I Annual Meeting, English Learner Advisory Committee Meetings, Open House and other site based parent engagement events. Increased Parent Enrollment in Parent University, Latino Family Literacy and Parent Institute for Quality Education (PIQE.) Tracking of parent’s attendance at school conference to show continued improvement. A minimum of one Parent training offered quarterly and a minimum 2 sessions of PIQE offered annually. Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote parent engagement. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 5.1 Continue to utilize the Administrator of Communication and Community Outreach to foster positive relationships and communications across the West Sacramento Community.	Districtwide Except West Sac Indep. Study	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Ongoing personnel costs \$127,386 LCFF S/C Object codes: 1000-3900
Action 5.2 Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around: <ul style="list-style-type: none"> LCAP 	Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	\$12,000 Title I <i>Object codes:</i>

<ul style="list-style-type: none"> • LEA Plan • Parent Involvement Policies • CA STATE STANDARDS • School climate & safety • Other district initiatives <p>The committee will meet at least 8 times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.</p>		Subgroups:(Specify) _____	1000-3999 4000-4999 5000-5999
<p>Action 5.3 Provide Parent Trainings, through Parent University, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.</p> <p>Establish at least 2 sessions of Parent Educational Classes using chosen vendor, or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.</p>	Districtwide Except West Sac Indep. Study	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$47,000 LCFF S/C \$10,000 Title I \$2,000 Title III <i>Object codes:</i> 1000-3999
<p>Action 5.4-5.5 Incorporated into Action 5.3. See Annual Update 2015-16.</p>			
<p>Action 5.6 Utilize technology to communicate more effectively and regularly with parents and the community. Provide professional development on the use of digital tools for 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</p>	Districtwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$50,000 LCFF Base <i>Object codes:</i> 4000-4999

services (Parentlink, Homelink, Learning Management System) to communicate with families.			
<p>Action 5.7 Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children’s school.</p> <p>Build capacity of HSL with ongoing professional development.</p>	Districtwide Except West Sac Indep. Study	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Ongoing personnel costs: \$270,415 LCFF S/C <i>Object codes:</i> 1000-3999
Action 5.8 Combined into Action 5.3			
<p>Action 5.9 Engage all Stakeholders Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.</p>	Districtwide	<input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$2,400 Title III <i>Object codes:</i> 4000-4999 1000-3999
<p>Action 5.10 Establish a plan and process to provide the following per LCAP PAC:</p> <ul style="list-style-type: none"> • Fingerprinting costs incurred by district • Parent Kiosk or Resource Center at each site • Communication through Technology Childcare at meetings	Districtwide	<input checked="" type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$9,100 Title I Object codes: 1000-5800

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Annual records of parent attendance of School Site Council Meetings, Title I Annual Meeting, English Learner Advisory Committee Meetings, Open House and other site based parent engagement events. • Increased Parent Enrollment in Parent University, Latino Family Literacy and Parent Institute for Quality Education (PIQE.) • Tracking of parent’s attendance at school conference to show continued improvement. • A minimum of one Parent training offered quarterly and a minimum 2 sessions of PIQE offered annually. • Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote parent engagement.
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
<p>Action 5.1 Continue to utilize the Administrator of Communication and Community Outreach to foster positive relationships and communications across the West Sacramento Community.</p>	Districtwide Except West Sac Indep. Study	<p><u> X ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Ongoing personnel costs \$129,947 LCFF S/C Object codes: 1000-3900</p>
<p>Action 5.2 Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:</p> <ul style="list-style-type: none"> • LCAP • LEA Plan • Parent Involvement Policies • CA STATE STANDARDS • School climate & safety • Other district initiatives <p>The committee will meet at least 8 times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.</p>	Districtwide	<p>X ALL OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$12,000 Title I <i>Object codes:</i> 1000-5999</p>
<p>Action 5.3 Provide Parent Trainings, through Parent University, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.</p> <p>Establish at least 2 sessions of Parent Educational Classes using chosen vendor, or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at</p>	Districtwide Except West Sac Indep. Study	<p><u> X ALL</u> OR: __Low Income Pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$47,000 LCFF S/C \$10,000 Title I \$2,000 Title III <i>Object codes:</i> 1000-3999</p>

participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.			
Action 5.4 Incorporated into Action 5.3			
Action 5.5 Incorporated into Action 5.3			
Action 5.6 Utilize technology to communicate more effectively and regularly with parents and the community. Provide professional development on the use of digital tools for 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.	Districtwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$50,000 LCFF Base <i>Object codes:</i> 4000-4999 Ongoing personnel costs:
Action 5.7 Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school. Build capacity of HSL with ongoing professional development.	Districtwide Except West Sac Indep. Study	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$270,415 LCFF S/C <i>Object codes:</i> 1000-3999
Action 5.8 Combined into Action 5.2			
Action 5.9 Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,400 Title III <i>Object codes:</i> 4000-4999 1000-3999
Action 5.10 Implement plan and process to provide the following per LCAP PAC: <ul style="list-style-type: none">Fingerprinting costs incurred by districtParent Kiosk or Resource Center at each site	Districtwide	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$9,300 Title I

- Communication through Technology
- Childcare at meetings

Object codes:
1000-5800

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	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; communication and collaboration; and citizenship. Students will graduate from WUSD college and career ready, prepared for independent living, citizenship and lifelong learning.		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__x_ 6__ 7__x_ 8__x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Student writing will be assessed using a rubric at the beginning of the school year and again in the spring to determine growth; teachers will assess students growth and need areas and will refine instruction to meet those needs B. SBAC baseline data will serve as discussion among Professional Learning Communities and will serve as one of multiple measures when determining growth. C. Advanced Placement enrollment will increase by at least 10% with a 50% AP Exam passage rate. D. The number of EL reclassified students will increase by 20% from 2014-15 to 2015-16. E. WUSD will meet a minimum 2 of 3 (Annual Measurable Achievement Objectives) AMAO's by 2016-17. F. After school trainings (instructional practices) will include an average of 25 teachers per class. G. The number of students graduating A-G eligible will be tracked; the number of students graduating A-G eligible will increase by 20% District wide except WSIS H. Students will be more engaged in school as evidenced by attendance rates exceeding prior year levels. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Writing prompts have been administered and scored. Data is being used to refine instructional practices. B. SBAC data has been shared and used for collaboration. C. 2014-15 AP enrollment: 712 2015-16 AP enrollment: 666 500 total AP Exams were taken by RCHS students in 2014-15. Passage rate was 38%. Continued work is needed in this area. D. 2014-15 EL Reclassified Students: 145 2015-16 EL Reclassified Students: 203 Total increase of 58 students, or 70%. E. AMAO 1 was met. AMAO 2a and 2b were not. There are only 3 AMAO's now. AMAO 4 was phased out due to the suspension of API. F. Currently, meeting this objective as workshops average 25.7 participants G. Students enrolled in courses meeting A-G requirements will exceed 50% by 2016-17. This year enrollment increased from last year to 33%. H. Average daily attendance districtwide in 2014-15 was 95.9

	<ul style="list-style-type: none"> I. CAHSEE passage rates, or equivalent measure, by 10th graders will increase by 10 % from 2014-2015 to 2015-16. J. Once established, Academic Performance Index, or equivalency, will be used as metric. K. Early Assessment Program (EAP) participation will exceed 10%, currently 0 students elected to participate. L. SBAC Interim Assessments will be used as a guide to refine and improve instruction. M. WUSD will be 100% compliant on Williams Audit verifying that all students have access to appropriate textbooks and instructional materials. N. Evidence of increased availability of technology District wide except WSIS – from previous year per inventory. 		<p style="text-align: right;">%, current average daily attendance for 15-16 is 96.1 %.</p> <ul style="list-style-type: none"> I. CAHSEE metric - Not applicable any longer J. On hold for state accountability system K. Exceeded this metric, EAP included in SBAC L. SBAC Interim Assessments have been utilized by 3-8th and 10th-11th grade teachers this year. Results were analyzed and discussed during collaboration time. M. WUSD was 100% compliant based on 2015 Williams Audit N. Evidence of increased availability of technology met at close to 1:2 ratio of students to devices.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1.1 Acquire high- quality standards aligned instructional materials and resources for all students. Purchase standards-aligned materials as identified by grade level needs: \$370,000	Action 1.1 \$370,000 Object codes: 4000-4999 Instructional Materials, Lottery	Action 1.1 C & I – The district is in the process of piloting TK-12 mathematics curricula that is expected to be adopted for the 2016-17 school year. Instructional materials were disbursed equitably to all students. The cost of instructional materials was greater than estimated due to the added cost of math materials for piloting teachers.	Action 1.1. \$432,075 Object codes: 4000-4999 Instructional Materials, Lottery
Scope of service:	Districtwide	Scope of service:	Districtwide
<u>X</u> ALL		<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 1.2 Develop and refine systems and processes for analyzing student performance and progress toward CCSS by providing teacher release time and collaborative learning time. No additional costs.		Action 1.2 Included in early release days and regular salaries, no additional costs additional cost	Action 1.2 C & I – Teacher leadership cadres in ELA, mathematics, Social Science, Science and VAPA are regularly meeting and collaborating. The emphasis of the meetings is on internalizing and implementing relevant California Standards in teaching and learning and creating assessments to gather data for refining practices. Site- and district-wide collaboration days were offered. Staff feedback regarding content collaboration through cadre work has been positive. This action will continue next year.	Action 1.2 Included in early release days and regular salaries, no additional costs
Scope of service:	Distictwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 1.3 Offer intensive professional development on CCSS, 21 st Century Skills, NGSS and ELD standards through a two-day conference style event, paid at the per diem rate, training August 12-13, 2015. Invite all teachers to attend. \$400,000		Action 1.3 \$200,000 Title I \$180,000 LCFF \$20,000 Title III <i>Object codes:</i> 1000-3999 salary/benefits 4000-5999 materials, professional services	Action 1.3 C & I – Comprehensive Teacher University “Super Saturdays” were offered in August, October and March. An average of 130 teachers attended each training. Topics included CA State Standards in Math and ELA, Integrated ELD, Integrated Technology to support core instruction and classroom management to support collaboration. In addition, teachers were trained on how to access Pepper PD, an online portal for professional learning. The cost of the MOU was included in this actions. <i>This action will be moved into Goal 3, High Quality Teaching and Learning as stakeholders groups determined Goal 3 was a better fit for this action.</i>	Action 1.3 \$180,000 LCFF S/C <i>Object codes:</i> 1000-5999
Scope of service:	District wide except WSECP		Scope of service:	District wide except WSECP

<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Action 1.4 WUSD Technology Plan Implementation The WUSD Technology Plan provides a vision and framework for integrating technology and 21st century learning into K-12 classrooms over the course of the next two years. The plan includes goals for students, teachers, and administrators on such areas as instruction, assessment, communication, and collaboration. In addition, the plan calls for the necessary support and resources required to implement these goals. This support includes access to mobile devices and professional development and the personnel (IT staff and technology Teachers On Special Assignment) needed to sustain a phased in 1:1 multi-year initiative. The action supports Goals 1-4.</p>		<p>Action 1.4 \$5,149,864 Base <i>Object codes:</i> 1000-6999</p>	<p>Action 1.4 2015-16 Portion of 3-year Technology Plan and Budget: Teacher PD \$23,430 Infrastructure Upgrades (to date): \$29,991.94 Mobile Devices: \$846,169 <i>Object codes:</i> 1000-6999</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Action 1.5 Offer voluntary after school trainings, every other Monday, focusing on writing, collaboration, formative assessment and technology to enhance student learning and success with ELD. Pay teachers at the hourly contracted rate for PD. \$20,000 Title III</p>	<p>Action 1.5 \$10,000 Title III \$10,000 S/C</p> <p><i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 1.5 12 afterschool workshops focused on integrated and designated ELD have been offered with 104 teachers attending. In addition to after school workshops, some school sites have requested on-site meetings during either Wednesday staff meetings or site collaboration days. Site principals are requesting demonstration lessons and on-site professional learning in this area.</p> <p><i>This action will be moved into Goal 3, High Quality Teaching and Learning as stakeholders groups determined Goal 3 was a better fit for this action.</i></p>	<p>Action 1.5 \$ 9,600 Title III \$2,680 S/C</p> <p><i>Object codes:</i> 1000-3999 salary/benefits</p>
<p>Scope of service:</p>	<p>District wide except WSIS</p>	<p>Scope of service:</p>	<p>District wide except WSIS</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Action 1.5.1 Offer voluntary after school trainings, Tuesdays and Thursdays of each week focusing on writing, collaboration, formative assessment and technology to enhance student learning and success with CCSS. Pay teachers at the hourly contracted rate for PD. \$40,000</p>	<p>Action 1.5.1 \$40,000 extra hours + benefits (included in PD Plan as stated in Goal 1) LCFF S/C</p> <p><i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 1.5.1 Teachers from across the district were recruited to participate on the ELA Cadre. The Cadre is working with the Area 3 Writing Project.</p> <p>Tech: Technology workshops average 24.7 for paid workshops; 21.2 for all technology workshops . Voluntary After School Trainings were offered on Tuesdays and Thursdays of each week. Teachers were paid at the hourly contracted rate. Attendance reflects an average of 20 teachers per cadre.</p> <p><i>This action will be moved into Goal 3, High Quality Teaching and Learning as stakeholders groups determined Goal 3 was a better fit for this action.</i></p>	<p>Action 1.5.1 \$30,740- hours + benefits (included in PD Plan as stated in Goal 1) LCFF S/C</p> <p><i>Object codes:</i> 1000-3999 salary /benefits</p>
<p>Scope of service:</p>	<p>District wide except WSIS</p>	<p>Scope of service:</p>	<p>District wide except WSIS</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 1.6 Explore Project Based Learning (PBL) through partnerships with the Buck Institute and Napa Valley Exchange. Participate in local trainings. Establish a plan for incremental implementation over the next 2 years. Use funds to pay for extra hours, conferences, and observational opportunities. Collaborate with West Sacramento Early College Prep Charter, on a quarterly basis, on PBL. Consider adding to year 2 and 3 based on outcomes. \$10,000		Action 1.6 \$10,000 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits	Action 1.6 This work is not moving forward at this point due to focus on implementing CA State Standards through engaging and collaborative instruction. This action is deleted as it is incorporated into Professional Learning in Goal 3.	Action 1.6 <u>No cost incurred</u> <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 1.7 Continue the early literacy program at pre-K and TK on which to build deep content knowledge for reading, writing, listening and speaking via structured play, authentic literature and storytelling, music, art, language play and professional development. Focus on EL, low-socioeconomic and foster youth.		Action 1.7 \$20,000 LCFF Base <i>Object codes:</i> 1000-4999	Action 1.7 This action is in progress. There was a vacancy in the ECE Coordinator position for several months. New leadership is in place to continue this work.	Action 1.7 No additional cost incurred LCFF Base <i>Object codes:</i> 1000-4999
Scope of service:	Districtwide		Scope of service:	Districtwide except WSIS
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<p>Action 1.8 Action Utilize Illuminate for formative assessments in the classroom. Examine results to refine lessons, identify struggling learners and provide intervention as needed.</p>	<p>Action 1.8 No additional cost</p>	<p>Action 1.8 Data for the three CVF schools (Elkhorn, Riverbank, and Westfield) were entered into Illuminate. Reports were then created to show how students did on these assessments and results were shared with teachers during collaboration. In addition to the assessments used for CVF, reports were created by Technology using the District wide except WSIS writing assessment (Opinion/Argument) for the purpose of Reclassification. Reclassification recommendations were created in the PACE Department and then given to the English Learner Intervention Specialists. Teachers were trained in entering student scores on Writing Prompt assessments into Illuminate. Tech: Illuminate statistics</p> <ul style="list-style-type: none"> • 934 Item Bank assessments created (aligned to Common Core); • 208 teachers using Illuminate Item Bank questions • 611 students logged into the online portal in last 30 days (1/21) • 55 online assessments administered 	<p>Action 1.8 No additional cost</p>
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The following changes in actions, services and expenditures include:</p> <p><i>For future years, this goal will align to the following of the 22 Expected Annual Measurable Outcomes as required by:</i></p>		

“Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities as set forth in Education Code sections 52060(d) and 52066(d).”

These metrics will be used in lieu of any previously listed (For State Priorities 1, 2, 4, & 7.) State priorities 5 & 8 are not addressed in this Goal 1. As follows:

- Full implementation of CA State Standards and 2012 ELD Standards as evidenced by instructional materials, assessments and standards-based reporting, grades TK-12.
- Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics. Once an API is established, WUSD will meet or exceed performance levels of similar schools.
- Title III Accountability AMAO 1 relating to yearly progress toward English proficiency and Title III Accountability AMAO’s 2 and AMAO 3 relating to reclassification rates will improve until AMAO’s are met.
- The percent of students passing AP exams each year will increase (from the current rate of 33%) annually until 80% passage rate is met.
- Student access and enrollment in all required areas of study as evidenced by master and instructional schedules
- 90% of 9th grade students will complete a course in Get Focused, Stay Focused as a freshman requirement.
- Increase of 50% of students using devices in the classroom as measured by Technology Surveys and inventories.
- Decrease the percentage of students assessed for special education by 5%.

The most significant changes to Goal 1 relates to professional learning and development. Stakeholder groups felt that professional development actions fit better under Goal 3 – High Quality Teaching and Learning. Additionally, stakeholder teams felt that professional development should be incorporated into a single action, as appropriated, in order to strategically align initiatives to focus on math implementation of new math curriculum, increasing EL reclassification and proficiency rates, and the integration of technology into all content areas. See changes below:

Action 1.1 Ongoing

Action 1.2 Ongoing

Action 1.3 Combined into Professional Development Action and *moved to Goal 3.*
Action 1.4 Ongoing implementation of the WUSD Tech Plan
Action 1.5 and 1.51 will be combined for upcoming years 2 & 3 to include professional development on writing, collaboration, formative assessment, 2012 ELD standards, Integrated and designated ELD, college/career readiness, instructional technology with a projected increase in teacher participation. Participation will be tracked using a web-based Professional Development system and *moved to Goal 3.*
Action 1.4 Ongoing implementation of the WUSD Tech Plan.
Action 1.6: This action has been rewritten as follows: Pursue instruction aligned with CA State Standards using innovative and engaging student focused instructional strategies and *moved to Goal 3.*
The original action has been deleted due to changeover of leadership, and the need to do a more in depth process of clarification/purpose/planning for implementation. PBL exploration at site level will occur through internal professional development.
Action 1.7: This action has been moved to Goal 2 – Educational Opportunities as it is better aligned to that goal.
Action 1.8 Utilize Illuminate. Ongoing.
Action 1.9 Seal of Biliteracy continuing.
Action 1.10 Get Focused, Stay Focused (GFSF) Course for 9th grade students, new action.
Action 1.11 Decrease inappropriate Special Education referrals through professional development, new action.
Action 1.12 Continue allocations of LCFF S/C funds to sites to provide learning supports for targeted students.
Action 1.13 WUSD Board Grants to support academic intervention, ongoing.
Action 1.14 Expand summer school extended year offerings, ongoing.
Action 1.15 Continue to utilize English Learner Intervention Specialists, ongoing.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: EL, Special Ed, Foster Youth
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Expected Annual Measurable Outcomes:	A. SBAC data will show no noticeable difference between all students and subgroups. Student progress toward standards (proficiency) will meet or exceed API targets (once established.) B. Student participation in AVID will increase by 10% from school year 2014-15 to 2015-16.	Actual Annual Measurable Outcomes:	A. SBAC is baseline, currently there are significant achievement gaps. B. Student participation in AVID in 2014/15 was 654, student participation increased by 4.43% in 15/16 to 683 students. C. Currently, 85 students enrolled. Expressed interest did not
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	<ul style="list-style-type: none"> C. First year enrollment into the Bryte Culinary will exceed 100 students. Currently, over 180 students have expressed interest. D. Naviance usage reports will show a 70% participation rate for 9-12 graders. E. The ratio of devices (technology) to students will be 1:2 by the end of the school year. F. An additional cohort of 50 Innovative Educators will complete the certification course. G. All 4th, 5th grade students will be engaged in VAPA and exposed to instruction and experiences in music, dance, art and theater. H. Explore new GATE model for meeting the needs of accelerated learners and complete a proposal. I. Students enrolled in courses meeting A-G requirements will exceed 50% by 2016-17. J. Currently, 439 students are enrolled in CTE programs. With expanded programming, enrollment in CTE Pathways will increase yearly. K. African American and Hispanic students' enrollment in AP courses will increase by 20% until enrollment in AP courses matches the population represented in secondary schools. 		<p>manifest to 180 students as students looked at various options and rigor of the program.</p> <ul style="list-style-type: none"> D. Naviance Reports show 2100 students are active in the online system and 1064 have made a "Connection Student Visit" a participation rate of 51%. Additional training of teachers is requested. E. The ratio of students to (technology) devices to students is projected to be 2:1 by June 2016. F. An additional cohort of 63 Innovative Educators are enrolled in program. G. All 4-5th grade students are engaged in VAPA at least once per week, as evidenced by VAPA schedules. VAPA expansion continues in 2016-17. H. A GATE Taskforce has been established and is exploring research-based models for accelerated learners. I. Students enrolled in courses meeting A-G requirements will exceed 50% by 2016-17. This year enrollment increased from last year to 33%. More work is needed in this area. J. A One additional pathway and more under consideration K. Currently, there are 379 students enrolled in AP courses; 67.5% White, 30% Hispanic, and 5.8% African American. Overall student population is 33.6% White, 41.0% Hispanic and 6.5% African American.
LCAP Year: 2015-16			
Planned Actions/Services	Actual Actions/Services		

		Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 2.1 Continue to use Naviance College and Career Readiness Program for grade-levels 9-12 district-wide, to support all students at these grade levels. Once expanded to 9-12, this action is complete with ongoing costs for yearly licenses.</p> <p>Cost of Naviance Program: \$30,000 (to add Yolo)</p>		<p>Action 2.1 30,000 Object code: 4000-4999 Materials 5800 License Agreement LCFF S/C</p>	<p>Action 2.1 Naviance is fully implemented at the 9-12 grade levels to support student's success toward college and career goals. 1064 students have visited the sites, 143 have accessed prospective college applications and over 200 have participated in Career Finder assessments. Students are provided 2 letters describing how to use the program, a link to on-line directions and time for Naviance usage in some classes. The program is fully implemented, 9-12. Additional teachers training is requested for next year.</p>	<p>Action 2.1 30,000 Object code: 4000-4999 Materials License Agreement LCFF S/C</p>
Scope of service:	Districtwide except WSIS		Scope of service:	Districtwide except WSIS
<u> X </u> ALL			<u> x </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>Action 2.2 Provide administrative, instructional and support staff to implement the first phase of the Culinary pathway on the Bryte campus to support all student groups. Year I to include CTE Director, Admin Secretary, and support staff as needed. This program will provide highly skilled instruction in the high-demand Food and Hospitality industry to all students served through RCHS or YOLO EDUCATION CENTER. Plan to establish industry certificates and post-secondary articulation aligned with Culinary I in the Spring of 2016.</p>		<p>Action 2.2 \$433, 171 LCFF CTE/Base</p> <p><i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 2.2 Support for Bryte in 15-16: Hired a CTE Director (April 2015), Admin Secretary (September 2015), half-time custodial, half-time campus aide, 1 FTE CTE Culinary teacher. Plan to establish industry certificates and post-secondary articulation 100% of students enrolled in the Fall term of Culinary I tested and earned their ServSafe Industry Certification.</p> <p><input checked="" type="checkbox"/> More than 50 Electronics Technology Academy students also earned their industry-certified soldering certification.</p> <p>The AC/DC Circuitry and Digital Electronics courses have been articulated with Sacramento City College. Students (46) will earn 5 or 4 community college credits respectfully for completing these courses with an A or a B.</p> <p><i><u>This action is completed although personnel costs will continue.</u></i></p>	<p>Action 2.2 \$433, 171 LCFF CTE/Base</p> <p><i>Object codes:</i> 1000-3999</p>

Scope of service:	RCHS, Yolo & Bryte Culinary Academy		Scope of service:	RCHS, Yolo & Bryte Culinary Academy
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 2.3 Hire one (1 FTE) additional VAPA teacher to increase program services for additional students and provide support for integrated VAPA. Current VAPA teachers continue to provide services – included in 2014-15 LCFF Base.	Action 2.3 \$90,000 salary + benefits LCFF Base Object codes: 1000-3999	Action 2.3 A position for an additional VAPA instructor is being currently advertised. This position remained vacant, despite EdJoin postings, in 2015-16. This position is expected to be filled before July 1, 2016.	Action 2.3 No cost as position remained unfilled. LCFF Base Object codes: 1000-3999	
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 2.4 Focus attention on the Gifted and Talented Education (GATE) program at WUSD and across the district. Offer a variety of rigorous and challenging enrichment opportunities for GATE identified students. Provide a detailed plan identifying GATE identification criteria and offering different models for serving GATE students by May, 2016. Offer teacher release time, as needed, to brainstorm and collaborate on best practices for GATE instruction and a plan for implementation. \$5,000	Action 2.4 \$ 5,000 release time LCFF Base Object codes: 1000-3999 salary/benefits	Action 2.4 A GATE taskforce was formed in January of 2016. 4 meetings are to be held by June of 2016. The GATE plan is scheduled to be written in the 2016-17 school year. The GATE Coordinator attended the California Association of the Gifted (CAG) Conference to gather additional information. Several GATE models are being considered. The meeting started later in the year than expected and costs were less.	Action 2.4 \$1,200 LCFF Base \$1,200 LCFF S/C conference fees Release time Object codes: 1000-3999 salary/benefits 4300 materials 5200 Travel &	

				Conference
Scope of service:	Districtwide		Scope of service:	Districtwide
<u> </u> ALL			<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) _____ High Achieving GATE _____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) _____ High Achieving/GATE _____	
<p>Action 2.5 Explore the possibility of acquiring space at RCHS for Agriculture and for a Performing Arts Center. Look for community partners to support expanding CTE programs including building relationships with Early College Prep, Chamber of Commerce, Rotary and the Community College System.</p>		<p>Action 2.5 No cost</p>	<p>Action 2.5 CTE & Facilities (CTE exp RCHS) Bryte will expand to include an agricultural science pathway/FFA in 16-17. The following new courses have been approved to support the pathway: Farm-to-Fork I, Farm-to-Fork 2, Agricultural Biology, Animal Husbandry. A Specialized Secondary Programs grant has provided support to build a greenhouse and plant beds in 15-16 and will be ready for use by students for the 16-17 school year.</p> <ul style="list-style-type: none"> • CTE programs have partnered with Sacramento City College to articulate two Engineering Technology courses. Sacramento City College is also working closely with WUSD to help articulate their Human Career Development 110 course to our newly adopted Building Foundations for Success course for freshmen. • CTE programs have expanded outreach to community partners including: restaurateurs, the National Restaurant Association, the City of West Sacramento (Community Wins), the Foundation for California Community Colleges (Launchpath), and others as a result of our CCPT/CRANE partners or through teacher outreach. • Currently, no plans are in place to acquire space at RCHS for a performing arts center. Focus is on continuing bond work. 	<p>Action 2.5 No cost</p>
Scope of service:	River City High School		Scope of service:	River City High School
<u> X</u> ALL			<u> X</u> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 2.6 Provide Facilities Planning for instructional space for Visual and Performing Arts (VAPA) at K-8 sites depending on facilities and funding availability.		Action 2.6 60,000 funding if available, included in facilities budget LCFF Base	Action 2.6 Dedicated VAPA classrooms provided at all sites except for Stonegate. Facilities is looking for solutions for Stonegate.	Action 2.6 Participants did not require paid release time. No cost incurred. <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 2.7 Purchase additional instruments, partner experiences, and materials to provide VAPA instruction in grades TK-12.		Action 2.7 \$45,000 LCFF Base <i>Object codes:</i> 4000-4999 materials 5000-5999 professional services	Action 2.7 Materials and supplies for VAPA are continuously ordered and dispersed at the sites.	Action 2.7 \$28,522 LCFF Base <i>Object codes:</i> 4000-4999 materials 5000-5999 professional services
Scope of service:	Distictwide		Scope of service:	Districtwide

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 2.8 Offer AVID program as an elective class to support underrepresented students at 6-12 schools, train AVID teachers, adding additional teachers in Yr. 2 and Yr. 3. Use AVID as a springboard to accelerate students into advanced courses of study and provide support for students in meeting A-G requirements.		Action 2.8 \$131,592 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits	Action 2.8 Two central office administrators are in the process of becoming certified AVID directors. Not all sites offering AVID are AVID certified. AVID serves 6-12 th grade students. This is the priority for C&I for the 2016-17 school year. Westfield was not included as it is a K-5 school and AVID is a 6-12 th grade program.	Action 2.8 \$98,500 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	District wide except WSIS except Westfield Village, K-5	Districtwide Except West Sacramento Independent Study	Scope of service:	District wide except WSIS and Westfield Village, K-5
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 2.9 Encourage enrollment in STEM through increased participation in MESA and Mathletics competitions. Evaluate Project Lead the Way and expand as deemed appropriate.		Action 2.9 \$1,800 LCFF Base <i>Object codes:</i> 4000-5999 materials, supplies, professional services	Action 2.9 Multiple STEM workshops were offered during "Super Saturdays". Engineering Design PLTW courses expanded to include the Engineering Design and Development, the capstone level course, in 15-16. The Biomedical Sciences also expanded to include the Biomedical Innovations capstone course. The Biomedical Sciences team is also applying to become a PLTW-certified program. If granted this designation, students will earn certificates for completing the 4-year project-based, college prep curriculum. The Evaluation of Project Lead the way is in process.	Action 2.9 \$1,800 LCFF Base <i>Object codes:</i> 4000-5999 materials, supplies, professional services

Scope of service:	Districtwide		Scope of service:	District wide
__ALL			__ALL	
OR: __Low Income pupils X__English Learners X_Foster Youth X_Redesignated fluent English proficient X_Other Subgroups:(Specify)___African American_____			OR: __Low Income pupils X__English Learners X_Foster Youth X_Redesignated fluent English proficient X_Other Subgroups:(Specify)___African American_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The following changes in actions, services and expenditures include:</p> <p><i>For future years, this goal will align to the following of the 22 Expected Annual Measurable Outcomes as required by:</i></p> <p>“Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities as set forth in Education Code sections 52060(d) and 52066(d).”</p> <p><i>These metrics will be used in lieu of any previously listed (For State Priorities 2, 4 & 7, 8.)</i></p> <ul style="list-style-type: none"> • A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options; • Establish a CTE sequence completion baseline and increase the percentage each year until at least 90% completion rate is met. • Participation in Advanced Placement courses will align with the demographics of the school site with particular attention to underperforming subgroups and predictable achievement gaps based on race and income. • The percent of students passing AP exams each year will increase until 80% passage rate is met. • Student access to VAPA instruction will expand from 5th through 12th grades to K-12th grades. <p>Action 2.1 is revised to “Use College & Career Readiness Program” for grades 6-12 and the deletion of “Naviance.”</p> <p>Action 2.2 2015-16 Ongoing support for Bryte Culinary Academy.</p> <p>Action 2.3 2015-16 Ongoing support for Visual and Performing Arts instruction.</p> <p>Action 2.4 is revised as follows: 15-16 yr GATE Task Force (college prep) advisory committee to be composed of multiple stakeholders (Asst. Principal, 4 & 5 teachers, 1 ELA & 1 MATH representative from Westmore Oaks Elementary; include</p>
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parents; will explore inclusion of other school sites & process of student ID; promotion of equal access to identifying assessment. Establish a comprehensive GATE plan fully aligned w/district & board priorities & industry practices; clearly define GATE for WUSD w/equity for all students. Accelerated course design/logistics/final decisions for or against implementation for 17-18 school year.

Action 2.5 This action has been deleted as funding is not in place at this time.

Action 2.6 and 2.7 are combined as follows: VAPA facility/support/resources exploration continues. 16-17 year revisions needed.

Action 2.7 incorporated into Action 2.6

Action 2.8 is revised as follows: All eligible and self-selected students will enroll in AVID courses District wide except WSIS; affected teachers trained as required; achieve certification of all 6-8 grade teachers.

Action 2.9 is revised as follows: Achieve equitable representation and provide effective support structures of historically underserved populations in STEM & CTE courses as measured by enrollment data, et al..

Original GOAL from prior year LCAP:	Goal 3. High Quality Teaching and Learning: Students will become college and career ready through high quality instruction in Common Core State Standards (CCSS). Students will learn through robust inquiry; collaboration; problem- and project-based learning (PBL); 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.	Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: EL, Special Education, Long Term English Learners, Low-income, Foster Youth, minority subgroups
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Expected Annual Measurable Outcomes:	<p>A. Smarter Balance Assessment scores for 2014-15 will be used as baseline for collaboration in 2015-16. The following year, 2015-16 scores will be used to gauge growth. We expect measurable improvement in overall performance across the district by the summer of 2016 and within subgroups.</p> <p>B. WUSD students will demonstrate proficiency by whatever multiple measures are identified by the state to comparable schools (similar demographics) by 2016-17.</p> <p>C. 75% of all teachers will have received 8+ hours of CCSS professional development by the end of school year 2015-</p>	Actual Annual Measurable Outcomes:	<p>A. SBAC data is being used as baseline and as discussion item for collaborative planning</p> <p>B. On hold for state accountability system</p> <p>C. 65% of the district teaching staff (300) attended Math CA State Standards training in preparation or new math curriculum adoption. 378 teachers participated in ELA, Science, Social Science and Physical Education trainings. 35% of teachers attended at least one of three Super Saturday CA State Standard Professional Learning days.</p> <p>D. Over 70% of teachers, over 7 sites, have received PD</p>
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	<p>16.</p> <p>D. By May 2016, 50% of teachers will have attended professional development training on ELD Standards.</p> <p>E. CAHSEE (<i>or equivalent metric</i>) passage rate of first time test takers, 10th grade, will be commensurate with county levels (track trends).</p> <p>F. CAHSEE (<i>or equivalent metric</i>) passage rates of first time test takers, 10th grade EL students, will match state and county levels.</p> <p>G. 80% of 1st year teachers will have completed at least one year of WUSD's Induction Program and will be returning to WUSD as 2nd year teachers in the fall.</p> <p>H. By 2016-17, WUSD will meet all AMAO targets for English Learners.</p> <p>I. The number of students taking AP classes in 2013-14 was 745, in 2014-15 787. The trend of increasing numbers of students taking AP courses will continue to rise.</p> <p>J. The number of students taking the AP exam will see a 10% increase. In 2013-14, 347 students took the exam. Of those taking the exam the passage rate was 32%. By 2015-16, the AP passage rate will increase to 50%.</p> <p>K. High Quality Teachers (HQT) requirements will be met.</p>		<p>relating to ELD in 2015-16</p> <p>E. N/A- CAHSEE suspended</p> <p>F. N/A- CAHSEE suspended</p> <p>G. 80% of 1st year teachers from 2014/15 have completed at least one year of WUSD's Induction Program and returned to WUSD as 2nd year teachers in the fall and are continuing into Year 2 of the program.</p> <p>H. 2014-15 Title III Accountability reports WUSD met 1 of 3 AMOA's</p> <p>I. 2014-15 AP enrollment: 712 completed. 2015-16 AP enrollment: 666 currently enrolled. Increasing Advanced Placement enrollment continues to be a priority for the district.</p> <p>J. AP Exam results for 2015-16 will not be available until June 2016.</p> <p>K. High Quality Teacher (HQT) requirements met as evidenced by staffing reports.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1 Provide quality professional development and coaching in teaching Common Core State Standards (CCSS) for teachers, administrators and paraeducators. Related	Action 3.1 \$175,000 Total 10,000 LCFF	Action 3.1 Professional development focused on Math CA State standards in preparation for math curriculum adoption in 2016-17 included monthly teacher cadre meetings, Aspiring	Action 3.1 \$137,340 <i>Object codes:</i>

conference and presenter fees for outside providers like UC Davis Math Project, UC Davis History Project and Science in River City (SIRC,) \$175,000		10,000 Title I 155,000 Title II <i>Object codes:</i> 1000-3999 salary/benefits 4000-5999 materials and professional services	Administrator Academies, math pilot trainings, Sacramento County Office of Education (SCOE) Math coaching, and publisher trainings.	1000-5999 LCFF, Title I, Title II
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 3.2 Allocations of funds to sites to provide learning supports to targeted students (\$55/unduplicated count) through before/afterschool intervention, teacher collaboration time, supplemental materials and training opportunities.		Action 3.2 Cost captured in Goal I, also supports Goal 3 LCFF S/C 280,000 <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials	Action 3.2 This action has occurred through SPSA planning process and SSC approval. Sites clearly outline a plan for academic and/or socioemotional supports for targeted students offering academic intervention, homework support, positive behavior initiatives, enrichment and supplemental materials. Sites evaluate effectiveness of programs through the School Site Council Needs Assessment and Evaluation.	Action 3.2 \$276,780 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Action 3.3 Utilize 10 FTE English Learner Intervention Specialists to provide small group targeted intervention to English Learners, support teachers with effective instructional strategies for EL students and facilitate implementation of ELD Standards at the site level.		Action 3.3 \$933,470 salary + benefits LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits	Action 3.3 Ten English Learner Intervention Specialists are placed strategically across the district to support English Learners. The most support is given to the most impacted schools. Specialists provided designated ELD, small group intervention and peer coaching. Currently, 9 FTE English Learner Intervention Specialists are working at 7 of the Elementary school sites, and one FTE at RCHS.	Action 3.3 \$963,375 salary + benefits LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
__ ALL			__ ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Action 3.4 Recruit, Retain and sustain effective teachers. <ul style="list-style-type: none"> Attend job fairs for all positions Student Teacher partnership with UC Davis, CSUS & National University Promote Aspiring Administrator Programs, i.e.: SCOE Expand Induction Program to incorporate new teachers Explore National Board Certification Incentive Programs Increase Employee Recognition Events and encourage Teacher of Year (TOY) nominations Increase employee incentives to promote health and wellness 		Action 3.4 25,000 included in HR annual budget LCFF Base <i>Object codes:</i> 1000-5999	Action 3.4 Recruit, Retain and Sustain remains a priority for Human Resources, District Leadership and the Board of Trustees. For the 2015-16 school year, the District hired 62 certificated staff. The District started recruitment efforts in early March by advertising “hiring pools” in core classes as well as in the areas of Special Education and the District participated in four (4) Job Fairs. As a result of these efforts, at this time the district has filled 24 out of the 41 certificated positions needed for the 2016-17 school year. As of this date, the certificated retention rate for the 2016-17 school year is 90%.	Action 3.4 25,000 included in HR annual budget LCFF Base <i>Object codes:</i> 1000-5999
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 3.5 Begin to implement Project Based Learning on a pilot basis. Provide funding for Instructional Leaders to attend the Napa Educational Exchange Conference in the spring. Create a Project Based Learning Exploratory Committee to develop and plan and next steps to phase in PBL. Visit exemplary PBL schools including West Sacramento Early College Prep Charter and continue collaboration. \$25,000	Action 3.5 \$15,000 LCFF Base \$10,000 Title I <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials 5000-5999 professional services	Action 3.5 This action is Incorporated into Goal 1, Action 1.5	Action 3.5 This expense did not occur due to shift academic priorities. See Annual update. <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials 5000-5999 professional services
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 3.6 Analyze and evaluate data systems to support differentiated instruction efficiency systems management and assessments for learning. Provide release time for teachers and administration to collaborate on the best use of data systems. Completed year 1.\$15,000	Action 3.6 \$15,000 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits	Action 3.6 The three Central Valley Foundation grant funded sites have done considerable data analysis on student writing and its implications for differentiated instruction. River City HS teachers are exploring formative assessments through student outcomes. Completed Year 1 and Data Dashboard.	Action 3.6 7,200 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 3.7 Engage regional content experts to provide support with Next Generation Science Standards (NGSS) and expand upon the work of the 6-8 grade level teams around NGSS. \$4,000 Completed Year I.		Action 3.7 \$4,000 Title II <i>Object codes:</i> 5000-5999 professional services	Action 3.7 6-8 th grade teachers met for three days during the summer of 2015 to plan and implement Next Generation Science Standards into their year-long planning. Completed year 1.	
			Action 3.7 \$6,300 Title II <i>Object codes:</i> 5000-5999 professional services	
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
__X ALL			__X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 3.8 See Action 3.10 Duplicate 3.9.1			Action 3.8 See Action 3.10 Duplicate 3.9.1	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 3.9 Expand summer school extended year offerings to include lower grades by targeting students struggling to meet state standards; Offer classes to ready students for the next grade level including Algebra Readiness. Offer CAHSEE prep, <i>if needed</i> , for classes for 10 th + students who have not yet passed.		Action 3.9 \$300,000 LCFF \$100,000 Title I	Action 3.9 Summer programs will be expanded the summer of 2016. A total of 20 classes are planned including HS credit recovery, Building Language for EL students, transitional "Bridge to High School" programs to build algebra and integrated math skills.	
			Action 3.9 \$300,000 LCFF \$100,000 Title I	

Consider credit recovery programs for students needing additional credits to graduate on time.	\$30,000 Title III <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials 5000-5999 professional services 8000-8999 transportation	Summer programs are strategic to meet district priorities of; English Learner reclassification and academic success, improvement in math and increased high school graduation rates.	\$30,000 Title III <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials 5000-5999 professional services 8000-8999 transportation
Scope of service: District wide except WSIS		Scope of service: District wide except WSIS	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Action 3.8 Next Generation Science Standards (NGSS) Professional Development for K-12 teachers teaching science content. 10 days \$38,000 This action was incorrectly listed as Action 3.8, should be 3.10	Action 3.8 \$38,000 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits	Action 3.8 This action is being held over until next year due to limited capacity of substitute teachers and focus on other instructional priorities.	Action 3.8 No cost incurred, funds shifted.
Action 3.9 Duplicate See Expand summer school extended year offerings.			
Action 3.10 Expand the Induction Program (formerly known as BTSA) Professional Development and Coaching Support for approximately 40+ teachers.	Action 3.10 \$196,300 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits,	Action 3.10 The WUSD New Teacher Induction Program served 62 teachers in 2015-16.	Action 3.10 \$175,471 LCFF Base <i>Object codes:</i> 1000-3999

	extra hours 4000-4999 materials 5000-5999 professional services		salary/benefits, extra hours 4000-4999 materials 5000-5999 professional services
Scope of service: Districtwide <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		Scope of service: <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Action 3.11 Continue to support the work regarding full implementation of A Look at Learning (A.L.L.) to support English Learners at the 3 sites with the largest EL populations. Supplement the Central Valley Foundation grant with additional collaboration time and planning time. Expand network partners to increase the amount of resources for professional development and support.	\$10,000 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits	Action 3.11 The work regarding full implementation of A Look at Learning through the Central Valley Foundation has been supplemented with a grant to participate in the CA Language and Literacy Institute (CALLI) and expands collaboration to River City High School and across districts.	10,000 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service: Districtwide <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		Scope of service: Districtwide <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Action 3.11 Hire 1.0 FTE Program Specialist in Educational Services to support the district implementation of CCSS at all sites.	Action 3.11 \$98,000 LCFF Base	Action 3.11 One FTE Program Specialist to support CA State Standards implementation has been hired. Ongoing personnel costs.	Action 3.11 \$98,000 LCFF Base

<i>(Incorrectly marked 3.9 on 2015-16 LCAP)</i>		<i>Object codes: 1000-3999 salary/benefits</i>	<i>(Incorrectly marked 3.9 on 2015-16 LCAP)</i>		<i>Object codes: 1000-3999 salary/benefits</i>	
Scope of service:	Districtwide	District wide except WSIS	Scope of service:	Districtwide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			

<p>Action 3.12 Ongoing support of Secretary II to support English Learner Compliance requirements to allow English Learner Specialists (ELIS) to use the entire instructional day to support EL students in English language production through reading, writing, listening and speaking. Revise role of English Learner Intervention Specialists in support of ELD/CCSS standards. Build capacity.</p>	<p>Action 3.12 \$59,080 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 3.12 Action completed, 1 FTE hired to support EL compliance and monitoring</p>	<p>Action 3.12 \$59,080 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits</p>
<p>Scope of service: Districtwide except WSIS</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: Districtwide except WSIS</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Action 3.13 Utilize Illuminate to support development of interim assessments and collection and analysis of student data. Fees for licensing and technical support for Illuminate: \$43,200</p> <p>Offer 3 day cycle of Illuminate training to instructional staff covering creating assessments, creating reports and using data to make instructional decisions. (\$750/day for trainer + sub costs) \$30,000</p>	<p>Action 3.13 \$43,200 LCFF base</p> <p>\$15,000 Title I \$15,000 Title II <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 3.13 All of RCHS English department teachers administered the SBAC/Common Core aligned Key Data systems interim assessment benchmarks (4 all together) through Illuminate – 428 students did the summative online in January.</p> <p>The 3 day cycle of Illuminate training presented by Illuminate staff did not occur. The district utilized internal expertise to conduct Illuminate trainings. No cost for presenter.</p> <p>Illuminate interim assessments are used <i>in addition to</i> SBAC Interim Assessments.</p>	<p>Action 3.13 \$43,200 LCFF base</p> <p>\$4,600 for extra hours Title II <i>Object codes:</i> 1000-3999 salary/benefits 5800 license</p>
<p>Scope of service: Districtwide</p>		<p>Scope of service: Districtwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 3.14 Periodic grade-level and subject-area meetings for data-driven planning of interventions, differentiation and collaboration. \$76,000 Title II	Action 3.14 \$76,000 Title II <i>Object codes:</i> 1000-3999 salary/benefits	Action 3.14 Periodic grade-level and subject-area meetings for data-driven planning of interventions, differentiation and collaboration occurred twice monthly during student early release Wednesdays. No extra costs incurred as these meetings occurred within the instructional calendar on student early release days.	Action 3.14 No extra costs incurred as these meetings occurred within the instructional calendar
Scope of service:	Districtwide		Scope of service: Districtwide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 3.15 Establish an EL Instructional Task Force to collaborate and develop an EL Master Plan, based on research-based best practices, to support the district’s goal of meeting all AMAO’s by 2017.	Action 3.15 \$3,000 Title III <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials	Action 3.15 An English Learner Task Force has been established and consists of 2 Assistant Superintendents, 3 Directors, one site principal, one coordinator, two specialists, one TOSA, 3 English Learner Intervention Specialists, 10 teachers, 2 Special Education Specialists, and one parent. The first meeting was held, Monday, January 11th, 2016 with two additional meetings scheduled for February 8th and 22nd. The EL Master Plan is scheduled to go to the Board of Trustees for approval in June 2016.	Action 3.17 \$3,200 Title III <i>Object codes:</i> 1000-3999 salary/benefits 4000-4999 materials translation
Scope of service:	Districtwide		Scope of service: Districtwide
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
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<p>Action 3.16 Board grants to schools will be allocated within site budgets for after school academic support program or additional library services to support literacy as described in each School Site Plan.</p>	<p>Action 3.16 \$4,040 per elementary and YHS \$8,080 RCHS LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 3.16 The board grants were allocated to each site in September. Sites used this funding to provide after school intervention for targeted groups of students. Research shows that targeted intervention with small groups of students at least three days a week is effective. Site evaluations of actions described in the Single Plan for Student Achievement occur during School Site Council Needs Assessment and Evaluation of current programs. This action is moved to Goal 1, Action</p>	<p>Action 3.16 \$4,040 per elementary and YHS \$8,080 RCHS LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><u> </u> ALL</p>		<p><u> </u> ALL</p>	
<p>OR: <u> </u> X Low Income pupils X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> Underperforming</p>		<p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> Underperforming</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The following changes in actions, services and expenditures to Goal 3 include:</p> <p><i>For future years, this goal will align to the following of the 22 Expected Annual Measurable Outcomes as required by:</i></p> <p>“Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities as set forth in Education Code sections 52060(d) and 52066(d).”</p> <p><i>These measurable outcomes are used in lieu of any previously listed (For State Priority 1 & 4.):</i></p> <ul style="list-style-type: none"> • 95% of teachers will be appropriately credentialed and assigned in all subject areas. All teachers will be required to reach appropriate credentialed status within one year of employment. • 100% of Get Focused, Stay Focused (GFSF) teachers will have participated in GFSC Professional Development by August, 2016 		

- Smarter Balanced Summative Assessment scores will improve overall, and within subgroups, by a minimum of 5% increase in students meeting or exceeding standards, each year in both ELA and mathematics.
- EAP Math and Literacy College Ready rates will increase each year
- A-G Completion rates will increase annually trending upward to meet 80% of exiting students with UC options; 20% career ready.
- Voluntary participation in Professional Learning will increase by 10% until 80% rate of participation is met.
- The rate of teacher misassignment will be less than 10%

Action 3.1 revised as follows: Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and three Teacher University Days as described in a Comprehensive PD Plan. Expect at least 80 % of teachers to have participated in one or more professional development training. Track professional development activities using software system.

Professional Development to include:

- Implementation of the new math curriculum, K-8.
- Utilizing the Google Classroom environment to enhance instruction of CA State Standards
- Content specific support
- Integrated and designated ELD
- Collaborative Learning structures

Action 3.2 Allocation of funds to sites, moved to Goal 1, Action 1.12

Action 3.3 English Learner Specialists moved to Goal I, Action 1.13

Action 3.4 Ongoing, no changes

Action 3.5 Combined into Professional Development Action 3.1, Hiring Program Specialist, Ongoing personnel costs

Action 3.6 to be combined with Action 1.2 and Action 3.13 relating to implementation of Data Dashboard and data analysis

Action 3.7 NGSS Release days, completed 2015-16.

Action 3.8 Was a duplicate of 3.11 Ongoing, CVF and CALLI grants is now Action 3.11

Action 3.9/3.9.1: (Program Specialist) Program Specialist has been hired. Ongoing personnel costs continue.

Action 3.10 Ongoing, New Teacher Induction Program

Action 3.11 Ongoing, CVF and CALLI grants

Action 3.12: EL Compliance Secretary has been hired. Ongoing personnel costs.

Action 3.13 – Combined with Action 1.2 data dashboard

Action 3.14 – Combined with Action 3.1, Professional Development

Action 3.15 EL Task Force has been established. Completed by May 2016.

Action 3.16 Board grants moved to Goal 1, Action 1.13

There are no new actions in Goal 3.

Original

Goal 4. School Climate: Students will attend schools that are safe, secure, healthy, nurturing, and supportive

Related State and/or Local Priorities:

GOAL from prior year LCAP:	to ensure each student’s full engagement and success. The district is committed to providing high quality facilities for learning in a school environment that promotes respect, responsibility and safety.	1__x__ 2__ 3__ 4__ 5__x__ 6__x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	EL, SPED, LTEL, Low-income, Foster Youth	

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. WUSD will complete Williams Audits with 100% compliance. B. Student suspension rates will decrease by 5% from June 2015 to June 2016. C. Student referral rates with decrease by 5% from June 2015 to June 2016. D. Student expulsion rates will remain at less than 10 students expelled per year. E. School attendance rates will meet or exceed 95% for school years 2015-16 through 2017-18. F. Chronic absenteeism rates will decrease by 1% for school year 2015-16. The chronic absenteeism rate for 2014-15 was 11.39%. G. Middle school dropout rates will decrease by 5% for school year 2015-16 and by 1% each year thereafter. H. High school dropout rates will decrease by 1% each year, beginning in 2015-16. I. High school graduation rates will increase 1% per school year, beginning in 2015-16. J. Retention rates will decrease by 5% for school year 2015-16. K. California Healthy Kids Survey (CHKS) will reflect an increase in student sense of security and connectedness 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. WUSD completed 2015-16 Williams Audit with 100% compliance based on 4 schools randomly audited. B. Student suspension rates have increased from 438 suspensions in 2014-15 to 612 suspensions in 2015-16. C. Student referral rates have decreased by 6% per Student Information Systems (SIS) data reports. D. Student expulsion rates: 2015-16 none (0) expulsions E. School attendance rates currently meet or exceed 96.12% for school years 2015-16. F. Chronic absenteeism rates will decline each year until less than 3%. The current rate, 2015-16, is 10.68%. A drop of .7%. G. Middle school dropout rates available Fall, 2016. H. High school dropout rates available June 2016. I. High school graduation rates available June 2016 J. Retention rates are less than 1% districtwide. K. The California Healthy Kids Survey (CHKS) will be administered in 2016-17. These results will be compared with 2015-16 to measure effectiveness of actions toward positive school climate.
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	<p>from 2014-15 to 2016-17.</p> <p>L. Parent Surveys will reflect overall trust in the school district and at each school site.</p>		<p>L. Parent Surveys reflect a desire to continue existing programs and expand the Each One Reach One program. Parents place high priority on increased use of technology in the classroom and parent communication through multiple venues. The survey reflects a trust of current programs as evidenced by the high percentage of community members noting “continue existing programs.”</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 4.1 Establish a comprehensive behavior management system at RCHS that includes enforcement of the “closed campus” and motivation for students to fully engage in their learning. Add an additional campus aide to increase supervision.</p>	<p>Action 4.1 \$ 44, 133 salary + benefits \$2,000 release time LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 4.1 RCHS added an additional campus aide for the 2015-16 school year. Mid –year results show a 65% reduction in defiance and disruption referrals on the RCHS campus. This action has been revised.</p>	<p>Action 4.1 \$ 44, 133 salary + benefits LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits</p>
<p>Scope of service: River City High School</p>		<p>Scope of service: River City High School</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Action 4.2 Provide professional development for Classified Employees to enhance job growth, positive interactions with students, and collaboration between credentialed and classified systems. Send at least 20 instructional aides to Paraeducator</p>	<p>Action 4.2 \$30,000 LCFF Base, Title I (instructional</p>	<p>Action 4.2 5 Paraeducators trainings are ongoing including Handle with Care, Supporting students in crisis, and positive behavior system of support for playground supervisors, campus aides and other classified support staff. No instructional aides</p>	<p>Action 4.2 \$12,455 LCFF Base, Title I <i>Object codes:</i></p>

training in the spring. Meet regularly with CSEA Leadership to plan opportunities for job growth. Also supports Goal #3 – High Quality Teaching and Learning.		items) <i>Object codes:</i> 1000-3999 salary/benefits 5000-5999 conference & travel	participated in the spring Paraeducator conference. 5 Classified Staff attend the CA Bilingual Educators conference (CABE) this year. The expense was less than expected due to the use of county and local trainings.	1000-5999
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Action 4.3 Increase student access to health aides across the district. Provide a health aide (5 FTE increase) at each site to oversee medical conditions requiring regular maintenance; i.e.: juvenile diabetes, asthma, allergic reactions, etc. Health Aides will connect low-income families with community resources that support family wellness, birth to adult.		Action 4.3 \$181,602 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits	Action 4.3 Student health aides were increased by 5 FTE to oversee medical conditions requiring regular maintenance; i.e.: juvenile diabetes, asthma, allergic reactions, etc. Health Aides will connect low-income families with community resources that support family wellness, birth to adult. Stakeholders groups expressed appreciation for this added resource. The Health Aide positions were filled in February, 2016, resulting in a much lower than estimated actual cost. <i>This action is complete.</i>	Action 4.3 \$44,891 LCFF Base <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Action 4.4 Utilize School Social Workers to provide professional development training for teachers and support staff on how to		Action 4.4 \$10,000	Action 4.4 School Social Workers provided three training sessions for teachers and support staff concerning student emotional	Action 4.4 No cost incurred as

recognize students in crisis or students needing additional social emotional support. Bring in outside experts as needed to expand upon providing care for at-risk students.		LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits 5000-5999 professional services	crisis recognition and support. Stakeholder groups, site principals and counselors report increased sense of safety and positive behavior with the increase in Social Worker support. There is an expressed interest in expanding services to include informational and instructional training relating to children in crisis.	this was done during regular work hours.
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Action 4.5 Increase 2 FTE School Social Workers to 4 FTE School Social Workers. The expansion of positions will provide more concentrated social service support to students and families (.4 FTE per school site.) School Social Workers provide 2 support groups per site weekly. Groups include high risk students referred by teachers, parents, site administration. Connect students with community resources such as Communicare, YFSA, and Victor Outreach Services. Increased support system for students and families to ensure connections with agencies and programs throughout Yolo County. Student’s socio-emotional health is essential to academic achievement.		Action 4.5 \$160,000 per year + cost of current program <i>Object codes:</i> 1000-3999 salary/benefits	Action 4.5 The district now supports 4 FTE of School Social Workers who support approx. 2.5 schools each. Social Workers continue their connection with multiple agencies throughout Yolo County in support of students and families in need. Action revised, ongoing personnel costs.	Action 4.5 \$360,000 per year + cost of current program <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>Action 4.6 Continue Positive Behavior Intervention Systems, OIWEUS and Kevin Bracy’s I Reach Program, Restorative Practices, and Attention 2 Attendance (A2A.) Each of these programs integrates and builds on each other for a coordinated system of regular attendance, positive behavior, anti-bullying and a safe and welcoming school.</p> <ul style="list-style-type: none"> Expand I Reach to K-5 at all sites 	<p>Action 4.6 \$70,000 LCFF Base <i>Object codes:</i> 5000-5999 professional services</p>	<p>Action 4.6 The district continues to use PBIS, Olweus, Kevin Bracy’s Reach I Anti-Bullying program, and A2A Attendance tracking to promote positive behavior, regular attendance and a safe environment on each campus. The Reach I program has expanded to include grades K-5 district –wide during the 2015-16 school year. Stakeholders are requesting expansion of this program to include a parental involvement component.</p>	<p>Action 4.6 \$70,000 LCFF Base <i>Object codes:</i> 5000-5999 professional services</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Action 4.7 Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Replace equipment as needed and expand programs at 7 elementary sites.</p>	<p>Action 4.7 \$70,000 for equipment replacement LCFF Base <i>Object codes:</i> 4000-4999 equipment and supplies</p>	<p>Action 4.7 The district continues to support and implement the PLAYWORKS program on each of the seven elementary schools within the district. This year a needs survey was done to determine what items are needed for 2016-17. Additional training for classified staff is planned for the Spring of 2016. This year a needs survey was done to determine what items are needed for 2016-17. Equipment did not need updating in 2015-16; resulting in less than \$70,000 in expenditures.</p>	<p>Action 4.7 6,000 for equipment replacement LCFF Base <i>Object codes:</i> 4000-4999 equipment and supplies</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Action 4.8 Provide technical assistance to school sites in developing and maintaining safe school plans and relationships</p>	<p>Action 4.8 Included in district</p>	<p>Action 4.8 All school Assistant Principals attended Site Safety Plan training in the spring of 2016 and are leading development</p>	<p>Action 4.8 Included in district</p>

with students and staff to facilitate positive school climates.		and site staff salary, no additional cost	of each of their Site Safety Plans.	and site staff salary, no additional cost
Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 4.9 Provide additional administrative support to high needs school sites impacted by poverty and social emotional needs of students. Fund one Assistant Principal to be split between Westfield Village Elementary and Yolo High School. Add one additional Assistant Principal to River City High School to support unduplicated students.		Action 4.9 \$233,151 salary + benefits LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits	Action 4.9 The district hired an additional 2 FTE in administrative staff to support Westfield elementary, Yolo education center and RCHS for the 2015-16 school year. End of year assessment of referrals and suspensions will be used to gauge effectiveness. Ongoing personnel costs.	Action 4.9 \$233,151 salary + benefits LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service:	WFV, RCHS & Yolo		Scope of service:	WFV, RCHS & Yolo
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 4.10 Parking lot safety is a critical component of the work that the WUSD Safety Committee is focused on for 2015-16. Several actions are being considered. The Safety Committee will make recommendations to the City of West Sacramento and work within the scope of what options are available to the district.		Action 4.10 Costs for meetings embedded in Safety Committee Budget, no additional cost	Action 4.10 Parking lot, sidewalk and road safety is being addressed through continued collaboration with the City of West Sacramento through Walk Sacramento on safe-route-to-school issues.	Action 4.10 Costs for meetings embedded in Safety Committee Budget, and grants, no additional cost

Scope of service:	Districtwide	Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Action 4.1 1 Continue to support the academic success of foster youth throughout the district with a case management system K-8 and 9-12 coordinated through .33 FTE release time for a teacher coordinator. At the elementary level, School Social Workers will provide support. Explore different grant opportunities to further support foster youth (McKinney Vento.)	Action 4.11 \$23,970 continuing LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits	Action 4.11 The district supports foster youth throughout the district by employing a .33 FTE Certificated Teacher (K-12) to support Foster Youth throughout the district. To help ensure higher academic success, each of the district Social Workers also support the case management of the Foster youth within the district.	Action 4.11 \$23,970 continuing LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits
Scope of service: District wide except WSIS		Scope of service: District wide except WSIS	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The following changes in actions, services and expenditures include:</p> <p><i>For future years, this goal will align to the following of the 22 Expected Annual Measurable Outcomes as required by:</i></p> <p>“Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities as set forth in Education Code sections 52060(d) and 52066(d).”</p>		

in lieu of any previously listed (For State Priorities 1, 5 & 6):

- School facilities will be in good repair overall as evidenced by the Annual Facility Inspection Tool (FIT.)
- School Attendance rates will maintain at 97% or better.
- High school dropout rates will not exceed 6% in any subgroup. Latest data available in 2013-14 which reflects a high school dropout rate of 8.4% overall.
- High school graduation rates will meet or exceed 90% overall and among subgroups. The latest state data, from 2013-14, reflects a 88.2% overall high school graduation rate
- Maintain a middle school dropout rate lower than 1%.
- The rate of chronic absenteeism will remain less than 2%.
- Student suspension rates will be maintained at less than 5% per year. 2014-15 data reflects a 4.7% District wide except WSIS suspension rate. Suspension rates rose slightly in 2015-16 to 5.8%
- Student expulsion rates will be maintained at current level of less than 5 expulsions per year. During 2014-15, only two (2) students were expelled.
- Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote positive school climate.

Action 4.1 Revised. Hiring additional Campus Aides. Ongoing personnel costs continue.

Action 4.2 Ongoing, professional development for classified employees.

Action 4.3 Revised, 2015-16. Ongoing personnel cost of Health Aides.

Action 4.4 Ongoing, Social Worker support.

Action 4.5 Revised 2015-16. Hiring additional Social Workers, ongoing personnel costs.

Action 4.6 Ongoing, Positive Behavior Intervention Systems.

Action 4.7 Expand Playworks.

Action 4.8 Ongoing, School Safety Plans

Action 4.9 Revised. Add needs assessment to year 2016-17. Ongoing personnel costs.

Action 4.10 Ongoing, parking lot safety.

Action 4.11 Revise and continue for 16-17 yr, grades K-12 for students needing repeated behavioral support. Ongoing personnel costs.

Action 4.12 New action relating to Student Conflict Management and peer mediation.

Action 4.13 New action relating to Tipping Point Attendance Program

Original GOAL from prior year	Goal 5. Parent Engagement: Parents will be positively 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	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
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LCAP:	helping parents navigate the system of school, advocate for their children, and prepare their children for life beyond school. Along with parents, the district will foster relationships among community stakeholders in support of student achievement across the West Sacramento Community.	Local : Specify _____
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Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups:	EL, Special Education, Long Term English Learners, Low-income, Foster Youth
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Community Engagement Events occurring at each site to exceed 4 per year. B. Parent surveys to show increased satisfaction with relationship to school staff. C. WUSD Advisory Committee participation to include 100% of sites represented, a minimum of 8 meetings held per year. D. Community representation on the WUSD Advisory Committee will meet or exceed 10% of members. E. Parent/Guardian participation at monthly parent trainings will exceed 30 participants F. The number of family members attending Back to School Night, Annual Title I Meeting and Open House, by site, to increase by 20%. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Site community engagement activities, as evidenced by school calendars, well exceeded 4 events per year. B. Parent surveys as feedback for LCAP, available in English, Spanish & Russian, were created and disseminated through the WUSD website and advertised through Constant Contact. These surveys will be used as baseline to show satisfaction with relationship to school staff. C. WUSD LCAP Advisory Committee has been formed and held the first meeting, additional meetings planned through June 2016. The minimum number of meetings has been reduced to 5. 100% of sites are represented. D. Community representation on the WUSD Advisory Committee is well over 30% with parents attending from each site. E. Parent/Guardian participation averaged 21 per event as evidenced by sign in sheets. More efforts are needed in this area so we are looking to provide on-line resources utilizing Kevin Bracy parent education videos. F. 2015-16 site parent involvement shows an average of 50+ % attendance at events. 70% will serve as baseline The district is looking at a centralized system for tracking parent and community engagement.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Action 5.1 Realign Parent Coordinator position to an Administrator of Communication and Community Outreach to provide the highest level of parent and community engagement throughout the district and in the life of the schools; to promote regular, effective and multiple venues of two-way communication between the district and schools and their community constituents. Funding Source: LCFF S/C</p>	<p>Action 5.1 \$129,039 salary + benefits LCFF S/C</p> <p><i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 5.1 This action is completed with the hiring of 1 FTE Administrator of Communication and Community Outreach to provide the highest level of parent and community engagement throughout the district and in the life of the schools; to promote regular, effective and multiple venues of two-way communication between the district and schools and their community constituents. Through this position, communication has increased. The district is using Constant Contact, positive stories are being reported in the West Sac Ledger and several media events have occurred at sites.</p>	<p>Action 5.1 \$129,039 salary + benefits LCFF S/C</p> <p><i>Object codes:</i> 1000-3999 salary/benefits</p>
<p>Scope of service:</p>	<p>District wide except WSIS Study</p>	<p>Scope of service:</p>	<p>Districtwide except WSIS</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Action 5.2 Establish a WUSD Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units & the WUSD Board of Trustees to collaborate around:</p> <ul style="list-style-type: none"> • LCAP • LEA Plan • Parent Involvement Policies • CCSS • School climate & safety • Other district initiatives <p>The committee will meet at least 8 times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.</p> <p>Funding Source: Title I Parent Involvement</p>	<p>Action 5.2 \$12,000 Title I</p> <p><i>Object codes:</i> 1000-3999 release time 4000-4999 materials and supplies 5000-5999 professional services</p>	<p>Action 5.2 The WUSD LCAP Advisory Committee has been established and 5 meetings were conducted to review the Annual Update and refine the 2016-17 LCAP. Stakeholder input has been received relating to each Goal, district priorities and resource allocations</p>	<p>Action 5.2 \$9,000 Title I</p> <p><i>Object codes:</i> 1000-5999</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Action 5.3 Provide Parent Trainings, through Parent University, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CCSS, Family Literacy, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.</p> <p>Funding Source: Title I Parent Involvement</p>	<p>Action 5.3 \$10,000 Title I \$2,000 Title III for translation/extra hours <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 5.3 Each site held at least 2 Parent Education events with some sites holding more than 5. Events included: Back to School Night Student Led Parent Conferences Parent Night Curriculum Workshops Parent and Student Science Night Principal’s Café Latino Family Literacy Monthly Classes Family Reading Nights Family Math Nights Parent University Cyber Safety</p>	<p>Action 5.3 \$17,600 Title I & Title II <i>Object codes:</i> 1000-5000</p>

Scope of service:	Districtwide		Scope of service:	Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 5.4 Establish at least 2 sessions of Parent Institute Quality Education (PIQE) at alternate sites, elementary and secondary, during the 2015-16 school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Funding Source: LCFF S/C and LCFF Base	Action 5.4 \$20,000 LCFF S/C and LCFF Base <i>Object codes:</i> 5000-5999 professional services	Action 5.4 Parent Institute for Quality Education (PIQE) presented to interested parents/guardians at Parent University. It was decided that full implementation, with classes held across the district would begin in the Fall of 2016. PIQE also agreed to meet with parents/guardians of participating summer school students during the summer program culminating event. This forum will be used to recruit parent volunteers to support the implementation.	Action 5.4 No cost incurred	
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Action 5.5 Utilize technology to communicate more effectively and regularly with parents and the community. Provide professional development on the use of digital tools for 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.	Action 5.5 Parentlink: \$24,000 LCFF (Technology) Aeries/ Homelink: \$23,000 <i>Object codes:</i> 4000-4999 license/tech	Action 5.5 <ul style="list-style-type: none"> • Technology PD has been offered for teachers and administrators on using Social Media to engage parents and the community • Tech department is working with Communications coordinator for rebranding WUSD website • Parent support materials were created for Homelink • Aeries.net was launched in October 2015 	Action 5.5 Parentlink: \$24,000 LCFF (Technology) Aeries/ Homelink: \$23,000 <i>Object codes:</i> 4000-4999	

Funding Source: LCFF Base (Tech plan)			<ul style="list-style-type: none"> • Messaging about mobile app for Aeries.net • Parent letters generated in Aeries with code for signing up were updated and translated into Russian and Spanish and made available to teachers • 1 Parent Gmail training was held at Riverbank with another planned that includes students and parents using Google tools 	
Scope of service:	Districtwide		Scope of service:	Districtwide
<u>X</u> ALL			<u>X</u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Action 5.6 Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children’s school. Home School Liaisons play a key role in increasing parent involvement through building relationships, fostering of instructional staff capacity to navigate cultural differences and providing personal invitations to school/district events. Build capacity of HSL with ongoing professional development.</p> <p>Funding Source: LCFF S/C,</p>		<p>Action 5.6 Salary/ benefits for 5.0 FTE Home School Liaisons: \$267,737 ongoing each year adjusted for benefits PD: \$2,500 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Action 5.6 Home School Liaisons were provided professional development within the DELAC trainings which focused on Program Options, Language Census, Reclassification, Parent Notification, Goals of English learners, and how to help students with homework. In addition to DELAC, HSLs were also provided professional development through the development of the English Learner Master Plan and Strategic Planning. All Home School Liaisons were given the option to attend CAFE this year with three of the five attending all four days. Of these three, two have shared learned resources from the Conference and plan on implementing next school year.</p>	<p>Action 5. \$267,737 PD: \$2,500 LCFF S/C <i>Object codes:</i> 1000-3999</p>
Scope of service:	District wide except WSIS		Scope of service:	District wide except WSIS
<u> </u> ALL			<u> </u> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Action 5.7 As part of Parent University, continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home be promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.</p> <p>Funding Source: LCFF S/C</p>	<p>Action 5.7 Salary/ benefits for 5.0 FTE Home School Liaisons: \$267,737 ongoing each year adjusted for benefits PD: \$2,500 LCFF S/C <i>Object codes:</i> 1000-3999 salary/benefits</p>	<p>Latino Family Literacy supports early reading foundational skills in the home be promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature. Latino Family Literacy was offered at two sites with monthly meetings attended by an average of 21 families.</p> <p>Salary cost of Home School Liaisons captured in Action 5.6</p>	<p>Action 5.7</p> <p>\$3,300</p> <p>Site Based expense from Title I Parent Involvement</p>
Scope of service:	District wide except WSIS	Scope of service:	District wide except WSIS
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Action 5.8 Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.</p> <p>Funding Source: Title III</p>	<p>Action 5.8 \$2,400 Title III <i>Object codes:</i> 4000-4999 materials 1000-3999 salary/benefits</p>	<p>Action 5.8</p> <p>At the first District English Learner Advisory Committee, held on October 28th, 2015, a Needs Assessment was created and input was gathered from the parents. This Needs Assessment was then sent out to all parents of English learners district-wide. Thirty-six of the Needs Assessments were returned to the office of PACE and data were collected. Based on the results of the Needs Assessment, workshops will be provided at future DELAC</p>	<p>Action 5.8</p> <p>\$1,100 Title III <i>Object codes:</i> 4000-4999 materials 1000-3999 salary/benefits</p>

		meetings with the first being provided on Wednesday, January 27th, 2016. It was also expressed at the first DELAC that parents would prefer a morning meeting with provided day care. The meeting time has been moved to 9:00 am with daycare being provided.	
Scope of service:	Districtwide	Scope of service:	Districtwide
__ALL		__ALL	
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action 5.9 Expanded translation services to support parent/school communications including contracting with outside agency to provide translation in languages other than Spanish and Russian (done internally) and the purchase of headphone kit to facilitate translation during meetings. This will allow translation to happen concurrently. Funding Source: Title III, LCFF Base	Action 5.9 \$5,000 LCFF Base for required items \$5,000 Title III for supplemental <i>Object codes:</i> 1000-3999 salary/benefits Extra hours	Action 5.9 Expanded translation services to support parent/school communications including contracting with outside agency to provide translation in languages other than Spanish and Russian (done internally) and the purchase of headphone kit to facilitate translation during meetings. This will allow translation to happen concurrently. A Williams Sound System was purchased in October of 2015. Included in this purchase were 10 receivers, 2 interpreter headsets, a charging station, and carrying case. In December, it became clear that an additional 3 headsets should be purchased so that Home School Liaisons would not need to share.	Action 5.9 \$7,500 LCFF Base for required items \$5,000 Title III for supplemental <i>Object codes:</i> 1000-3999 salary/benefits Extra hours
Scope of service:	Districtwide	Scope of service:	Districtwide
__ALL		__ALL	
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __X English Learners __Foster Youth X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and			

expenditures will be made as a result of reviewing past progress and/or changes to goals?

The following changes in actions, services and expenditures include:

For future years, this goal will align to the following of the 22 Expected Annual Measurable Outcomes as required by:

“Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities as set forth in Education Code sections 52060(d) and 52066(d).”

These measurable outcomes will be used in lieu of any previously listed (For State Priorities 3):

- Annual records of parent attendance of School Site Council Meetings, Title I Annual Meeting, English Learner Advisory Committee Meetings, Open House and other site based parent engagement events will exceed 40% participation rates.
- Increased Parent Enrollment in Parent University, Latino Family Literacy and Parent Institute for Quality Education (PIQE.)
- Tracking of parent’s attendance at school conference to show continued improvement.
- A minimum of one Parent training offered quarterly and a minimum 2 sessions of PIQE offered annually.
- Other local measures including surveys of parents, pupils and teachers to identify and refine actions to promote parent engagement.

Action 5.1 Ongoing, Administrator of Communication and Community Outreach, personnel costs continue.

Action 5.2 Ongoing, Consult and engage LCAP Parent Advisory Committee (LCAP PAC)

Action 5.3 Revised to incorporate action 5.4-5.5, Parent training opportunities

Action 5.4 Incorporated into Action 5.3

Action 5.5 Incorporated into Action 5.3

Action 5.6Ongoing, Utilize technology for improved communication

Action 5.7Ongoing, Home School Liaisons

Action 5.8 Incorporated into Action 5.3, Parent Trainings

Action 5.9 Ongoing, utilize DELAC for stakeholder input

Action 5.10 Establish a plan and process to provide fingerprinting cost reimbursement, Parent Kiosk Centers, communication through technology and childcare at meetings.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 9,245,116
<p>The Washington Unified School District uses the LCCF Calculator Tool 2016-17 Budget Version v17.1b, 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. The output of the tool was presented to the WUSD Board of Education with the presentation of the 45-Day Revise Budget.</p> <p>WUSD is spending Supplemental and Concentration grant funds to further engage students in CA State Standards, improve socio-emotional supports to decrease absenteeism, suspensions, referrals and dropout rates, prepare students for the 21st century including college and career readiness and provide professional learning to support teachers in aligning instruction to student needs.</p> <p>The details of the expenditures are identified in section 2 and include, ongoing staffing of the 45.4 FTE of staffing in 2016-2017, including School Social Workers, Intervention Specialists, Home School Liaisons, Outreach Specialists, Counselors, an Assistant Principal K-8, an Assistant Principal at River City High, a Campus Aide, an EL Coordinator, an EL Secretary II, and a Program Specialist. Other actions and services include professional development on engaging struggling students in the new and rigorous math curriculum, intervention programs, bilingual program support, Data systems to monitor and evaluate intervention programs, ELD and intervention summer school, and support materials and supplies.</p>	

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 except for the West Sacramento School for Independent Study 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 69.34% and the percentage at individual schools ranges from 47.3% to 97%.

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

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

16.12	%
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The Washington Unified School District's estimated Minimum Proportional Percentage is calculated at 16.12 % and is described throughout the WUSD LCAP. The percentage was calculated using the LCCF Calculator Tool 2016-17 Budget Version v17.1b issued by FCMAT and presented to the WUSD Board of Education with the presentation of the Draft Budget and the Adopted Budget.

The Washington Unified School District has met the proportionality percentage by increasing and improving services focused specifically on English learners, Foster and homeless Youth, and economically disadvantaged students which are over and above the services provided for all students.

This will be accomplished by:

- Enhancing the quality of intervention programs through data analysis and professional learning opportunities
- Focusing on the socio-emotional needs of students through the services of Social Workers, Home School Liaisons and programs like Restorative Practices, Reach One Alliance and Tipping Point.
- English Learner support through collaboration with CA Language and Literacy Institute (CALLI), integrated and designated ELD built into daily schedules with professional learning and coaching provided, promoting language acquisition by utilizing English Learner

Intervention Specialists for targeted instruction and teacher support.

Districtwide, more than 69.34% of students are “unduplicated” meeting the criteria of low-income, English Learners, foster and/or homeless youth. Therefore, supplemental/concentration funded programs serve students across all sites.