

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Winters Joint Unified School District Contact (Name, Title, Email, Phone Number): Brent Cushenbery, Superintendent, bcushenbery@wintersjUSD.org, 530-795-6112 LCAP Year: 2014-15, 2015-2016 & 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The following stakeholder groups were identified:</p> <p>Parent Teacher Association.....</p> <p>Students..... Winters High School Student Council Winters Middle School Student Council Winters Elementary Student Council at Rominger Campus</p> <p>Bargaining Units..... CSEA – classified employees WAEA – teachers WAPPSU – counselors, nurses, psychologists, speech teachers</p> <p>English Learners..... ELAC – English Learner Advisory Committee DELAC – District English Learner Advisory Committee</p> <p>Parents..... Winters High School Site Council Winters Middle School Site Council Winters Elementary Site Council PAC - District Parent Advisory Committee</p>	<p>Parents indicated a desire for improved facilities and extended day opportunities. Before and after school opportunities will be made available for extended day instruction. Koda Camp partnership was created for extended year instruction and enrichment opportunity over summer break.</p> <p>School2Home funds were allocated to the middle school are a result of student survey results that indicated students want more access to learning through more technology. Students also indicated through survey results their desire for improved facilities. This will be addressed through a General Obligation Bond and Hardship dollars.</p> <p>0.2 FTE increase in nursing, maintenance of ROP/CTE courses of 1.33 FTE, increase to supply budget for ROP/CTE, maintenance of BTSA for induction of new teachers, increases to both PERS and STRS contributions.</p> <p>Increase of services, specifically DBE offered. K-4 in 2014-15 and K-5 in 2015-2016. Budget allocations for instructional materials in both Spanish and English for all subjects set aside. EL Support provided at all sites with allocation needs determined by Director of Instruction – EL. A new Director of Instruction – EL & Special Ed was added to oversee EL programs across district.</p> <p>Music and site block grants were provided to each site, as well as technology allocations in LCAP years 2 and 3. LCAP will fund Accelerated Reader for all sites K-12.</p>

Involvement Process	Impact on LCAP
<p>School Site..... Winters High School Winters Middle School Winters Elementary School Wolfskill Alternative High School</p>	<p>Winters High School expressed a desire to have Voc Ag Incentive Grant maintained through the LCAP. Winters Middle School expressed a desire for School2Home program. All sites received additional block grant funds which were identified as the number one priority through the LCAP Advisory Committee.</p>
<p>Friends of Library.....</p>	<p>0.375 FTE Library Clerk to increase access to library for students and community.</p>
<p>Music Boosters.....</p>	<p>Increased music budget in each of the three LCAP years</p>
<p>Administrative/Confidential Management Team.....</p>	<p>0.5 FTE increase Special Ed staffing at WHS. 0.2 FTE “Behaviorist” to consult our staff working with our neediest Special Education students. Creation of Director of Instruction with EL and Special Education focus. Accelerated Reader implemented K-12 and paid through LCAP funds. STRS and PERS unfunded liability covered through LCAP funds. General Ed Transportation maintained through LCAP.</p>
<p>News article published explaining LCFF & LCAP. Two public forums were hosted, as well as two public hearings prior to Board consideration. A “Local Control Advisory Committee” was established, with members from each of the stakeholder groups. All notes from meetings showing priorities were posted to our District website. The Board of Trustees conducted two open session meetings to review, discuss and finalize the LCAP, hearing from audience members all the while.</p>	<p>The Local Control Advisory Committee worked to establish overall priorities considering desires from each of the stakeholder groups.</p>
<p>An online survey was developed for both parents/adults and students. The responses were posted on our website and were considered when establishing priorities.</p>	<p>Survey data was used to establish and/or confirm priorities and needs.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Improve API (all schools below state target of 800)	Raising student achievement across the curriculum	All groups	All	N/A	All groups meet/exceed growth target	All groups meet/exceed growth target	All groups meet/exceed growth target	Pupil achievement
Improve ELA proficiency rates - close achievement gap		Hispanic, EL, Special Ed and Econ Disadv	All		5% improvement for each group from baseline	5% improvement in ELA score from prior year	5% improvement in ELA score from prior year	Pupil achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
CST - Math proficiency rates - close achievement gap	Raising student achievement across the curriculum	Hispanic, EL, Spec Ed and Econ Disadv	All	Annually	5% improvement for each group from baseline	5% improvement in Math score from prior year	5% improvement in Math score from prior year	Pupil achievement
Increase college readiness: A-G and/or CTE completion		All	Winters HS	Annually	Increase rate of A-G completers by 3%	Increase rate of A-G completers by 5%	Increase rate of A-G completers by 8%	Pupil Achievement
					Increase rate of CTE completers by 3%	Increase rate of CTE completers by 5%	Increase rate of CTE completers by 8%	
Improve English Lang Development ELs (AMAO 1)		ELs	All		Increase pct growing 1+ level/year by 2% (to state target)	Increase pct growing 1+ level/year by 3% (to state target)	Increase pct growing 1+ level/year by 4% (to state target)	Pupil achievement
Improve EL reclassification rates (RFEP)		ELs	All		ELs: Increase by 2% LTELS: Increase by 4%	ELs: Increase by 3% LTELS: Increase by 6%	ELs: Increase by 5% LTELS: Increase by 6%	Pupil achievement
Improve AP exam pass (score of ≥ 3)		All	Winters HS		Incr number of students w/qual score by 3%	Incr number of students w/qual score by 6%	Incr number of students w/qual score by 10%	Pupil achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Increase college readiness: EAP indicator of college readiness after grade 11	Raising student achievement across the curriculum	All	Winters HS	Annually	Increase number of "ready" students in ELA and Math by 3%	Increase number of "ready" students in ELA and Math by 5%	Increase number of "ready" students in ELA and Math by 7%	Pupil achievement
Increase pass rates of English, Math, Soc Sci, Sci, Arts, PE and other courses		All	Winters Elementary Winters Middle	Semester	Establish GPA baselines in each subject area	Improved GPA in each subject area over 14-15	Improved GPA in each subject area over 15-16	Other pupil outcomes
Increase pass rates of English, Math, Soc Sci, Sci, Arts, PE and CTE		All	Winters HS	Semester	Establish GPA baselines in each subject area	Improved GPA in each subject area over 14-15	Improved GPA in each subject area over 15-16	Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need for CCSS aligned instructional materials – Williams Report	Establish Conditions of Learning to implement CCSS, maintain facilities, train and retain staff, and offer broad course access.	All	All	Annually	All schools maintain 100% sufficiency	All schools maintain 100% sufficiency	All schools maintain 100% sufficiency	Basic Services Implementation of Academic Content and Performance Standards
Need to do PD in support of our EL students so that teachers know how to support them accessing the CCSS		EL Low Socioecon	All	Annually	100% of teachers who have EL students need PD coordinated by District EL Director	100% of teachers who have EL students need PD coordinated by District EL Director	100% of teachers who have EL students need PD coordinated by District EL Director	Implement CCSS
Need additional instructional materials for ELs		EL Low Socioecon	All	As needed	Instructional material needs of ELs met	Instructional material needs of ELs met	Instructional material needs of ELs met	Implementation of Academic Content and Performance Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Improve facilities – Metric used FIT report	Establish Conditions of Learning to implement CCSS, maintain facilities, train and retain staff, and offer broad course access.	All	All Schools	Annually	Maintain 100% Exemplary/Good overall ratings on FIT	Maintain 100% Exemplary/Good overall ratings on FIT	Maintain 100% Exemplary/Good overall ratings on FIT	Basic Services
Qualified staff – Teacher Credentialing Audit		All	All Schools	Annually	Eliminate misassignments	Eliminate misassignments	Eliminate misassignments	Basic Services
Misassignments		All	All	Annually	New teachers will experience a good induction program and be better able to support learning	New teachers will experience a good induction program and be better able to support learning	New teachers will experience a good induction program and be better able to support learning	Basic Services
Not all teachers hold clear credentials		All	Winters HS and Wolfskill HS		CTE options will exist for our students 1.33 FTE	CTE options will exist for our students 1.33 FTE or more	CTE options will exist for our students 1.33 FTE or more	Course Access and Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Greater access to field of engineering Project Lead the Way	Establish Conditions of Learning to implement CCSS, maintain facilities, train and retain staff, and offer broad course access.	Low SE, EL and Foster Youth	Winters HS		Access to a new curriculum	Additional sections added if interest shown	Additional sections added if interest shown	Course Access and Pupil Outcomes
Broad access to math, ELA, Sci, Soc Sci, foreign language, art, music and PE		Low SE, EL and Foster Youth	Winters HS		Access to curriculum	Access to curriculum	Access to curriculum	Course Access and Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need increased parent involvement – Metric number attending Site Council, ELAC, DELAC and LCAP Advisory Committee	Actively engage parents and students to promote school attendance, a positive school climate, and increase involvement in the school community	Hispanic, Economically Disadvantaged, Students with Special Needs and Foster Youth	All	Annually	Establish baseline for parent involvement	Increase parent involvement by 20%	Increase parent involvement by 20%	Parent Involvement
Need to eliminate chronic absenteeism – Metric used number of chronic absentees		All	All	Ongoing	Reduce number of chronic absentees from 13-14 baseline year	Reduce number of chronic absentees from 14-15	Reduce number of chronic absentees from 15-16	Pupil engagement
Improve attendance – Metric ADA		All	All	Each Semester	Improve attendance rate from 13-14	Improve attendance rate from 14-15	Improve attendance rate from 15-16	Pupil engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Increase graduation rate	Actively engage parents and students to promote school attendance, a positive school climate, and increase involvement in the school community	All	Winters HS	Annually	Improve graduation rate from 13-14	Improve graduation rate from 14-15	Improve graduation rate from 15-16	Pupil engagement
Reduce drop out rates		All	Winters HS Winters MS	Annually	Reduce drop out rates from 13-14 baseline year	Reduce drop out rate from 14-15	Reduce drop out rate from 15-16	Pupil engagement
Reduce suspension and expulsion rates		All	All	Midyear and EOY analysis	Reduce suspension and expulsion rates from 13-14 baseline year	Reduce suspension and expulsion rates from 14-15	Reduce suspension and expulsion rates from 15-16	School climate
Improve feelings of safety and school connectedness – Metric CHKS		All	All	Annually	Improve survey results from prior year	Improve survey results from 14-15	Improve survey results from 15-16	School climate

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Raising student achievement across the curriculum	Pupil achievement	Improved reading through K-12 use of Accelerated Reader – For all students	LEA-wide	Annual	\$15,000 Base grant	\$15,000 Base grant	\$15,000 Base grant
	Basic	Additional site block grant For all students	LEA-wide Distributed by enrollment P1		\$50,000 Base grant	\$50,000 Base grant	\$50,000 Base grant
Establish Conditions of Learning to implement CCSS	Implementation of CCSS	Provide funds for purchase of CCSS aligned materials For all students	LEA-wide	Annual	\$75,000 Base grant	\$75,000 Base grant	\$75,000 Base grant
	Implementation of CCSS	Illuminate for data analysis For all students	LEA-wide		\$12,750 Base grant	\$8,250 Base grant	\$8,250 Base grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Establish Conditions of Learning to implement CCSS, maintain facilities, train and retain staff, and offer broad course access.	Basic services	Pursue facility improvement funding For all students	LEA-wide	Ongoing with annual review and update of Facility Master Plan update	GO Bond Passed 6/3/14 Funds not available yet, but will be put into Fund 21.	GO Bond \$15 M	GO Bond Hardship: Waggoner: \$873,359 WMS: \$637,394 WHS: 9,873,389 Wolf: \$788,887
	Basic Services	Contribution to restricted maintenance For all students	LEA-wide		\$280,000 Base grant	\$367,360 Base grant	\$378,380 Base grant
	Basic Services	Train and retain staff through maintenance of BTSA For all students	LEA-wide	Ongoing and annually	\$30,000 Base grant	\$30,000 Base grant	\$30,000 Base grant
	Basic Services	Funding for school sites for operational costs (supplies, copiers, postage, etc.) For all students	LEA-wide		\$182,716 Base grant	\$190,000 Base grant	\$200,000 Base grant
	Basic Services	Funding to cover STRS contribution For all students	LEA-wide		\$80,721 Base grant	\$184,671 Base grant	\$292,039 Base grant
	Basic Services	Funding to cover PERS contribution For all students	LEA-wide		\$0 Base grant	\$21,328 Base grant	\$84,923 Base grant
	Basic Services	Funding to cover PERS contribution For all students	LEA-wide		\$0 Base grant	\$21,328 Base grant	\$84,923 Base grant

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Basic services	Utilities, PG&E, Water, Garbage, Phone For all students	LEA-wide		\$450,000 Base grant	\$475,000 Base grant	\$495,000 Base grant
Actively engage parents and students to promote school attendance, a positive school climate, and increase involvement in the school community	Pupil Engagement	Music budgets to support District programs grades 4-12 All students grades 4-12 enrolled in music classes	Rominger Winters MS Winters HS	Number of students participating in programs	\$4,000 Base grant	\$6,000 Base grant	\$8,000 Base grant
	Pupil engagement Parent involvement School climate	Certificated activity stipends – sports, activities, PD, etc. For all students	All schools		\$108,000 Base grant	\$111,240 Base grant	\$114,577 Base grant

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Raising student achievement across the curriculum	Pupil Achievement Pupil Outcomes Course Access	Staffing for Developmental Bilingual Education For English Learners/Low Income/Foster Youth and Redesignated Students	Winters Elementary	Annual	\$380,852 Supp and Conc grant	\$466,162 Supp and Conc grant	\$480,147 Supp and Conc grant
	Pupil Achievement Pupil Outcomes Course Access	ELD staffing 0.67 FTE 0.33 FTE 0.17 FTE For English Learners/Low Income/Redesignated Students	Winters MS Winters HS Wolfskill HS		\$59,952 \$29,291 \$10,301 Supp and Conc grant	\$62,950 \$30,756 \$10,816 Supp and Conc grant	\$66,098 \$31,678 \$11,357 Supp and Conc grant
	Pupil Achievement Pupil Outcomes Course Access	Summer School For English Learners/Low Income/Redesignated/Foster Youth Students	LEA-wide		\$25,000 Supp and Conc grant	\$25,000 Supp and Conc grant	\$25,000 Supp and Conc grant
	Pupil achievement and pupil outcomes	Increase before and after school services; For EL/Low Income/Redesignated/Foster Youth Students	LEA-wide	Annual	\$10,000 Supp and Conc grant	\$10,000 Supp and Conc grant	\$10,000 Supp and Conc grant

	Pupil achievement Pupil outcomes	Adding a 0.20 "Behaviorist" to consult with teachers for most difficult students; for EL, Low Income, Redesignated, Foster Youth Students	LEA-wide		\$20,000 Supp and Conc grant	\$20,000 Supp and Conc grant	\$20,000 Supp and Conc grant
Establish Conditions of Learning to implement CCSS, maintain facilities, train and retain staff, and offer broad course access	Basic Implementation of State Standards	Additional Block Grants for each site For Low Income, EL, Foster Youth and Redesignated Students	LEA-wide		\$50,000 Supp and Conc grant	\$50,000 Supp and Conc grant	\$50,000 Supp and Conc grant
	Course Access	School2Home program For all 6 th , 7 th and 8 th grade students in consecutive years of roll out For Low Income, EL, Foster Youth and Redesignated Students	Winters Middle School		\$45,800 Supp and Conc grant	\$52,000 Supp and Conc grant	\$52,000 Supp and Conc grant
	Course Access	Increase student access to technology For Low Income, EL, Foster Youth and Redesignated Students	Winters Elementary Winters HS Wolfskill HS	Annually	\$0	WES - \$14,000 WHS - \$10,000 Wolfskill \$2000 Supp and Conc grant	WES - \$15,000 WHS - \$11,000 Wolfskill \$2000 Supp and Conc grant
	Basic services	Instructional materials, consumables and textbooks in Spanish and English and EL support as determined by Director of Instruction – EL For EL, Low Income, Foster Youth and Redesignated Students	LEA-wide		\$40,000 Supp and Conc grant	\$40,000 Supp and Conc grant	\$40,000 Supp and Conc grant

	Course Access	Maintain Voc Ag Incentive Grant For EL, Low Income, Foster Youth and Redesignated Students	Winters HS		\$13,000 Supp and Conc grant	\$13,000 Supp and Conc grant	\$13,000 Supp and Conc grant
	Course Access	Maintain course access to ROP/CTE classes For EL, Low Income, Foster Youth and Redesignated Students	Winters HS Wolfskill HS	Annually	\$90,560 staffing cost Supp and Conc grant	\$92,371 staffing cost Supp and Conc grant	\$95,142 staffing cost Supp and Conc grant
	Basic	Maintain CTE/ROP materials and supply budgets For EL, Low Income, Foster Youth and Redesignated Students	Winters HS Wolfskill HS		\$7,000 Supp and Conc grant	\$7,000 Supp and Conc grant	\$7,000 Supp and Conc grant
Actively engage parents and students to promote school attendance, a positive school climate, and increase involvement in the school community	Pupil Engagement Pupil Achievement Pupil Outcomes Course Access	Special Education Transportation For EL, Low Income, Redesignated, Foster Youth Students	LEA-wide		\$105,000 Supp and Conc grant	\$105,000 Supp and Conc grant	\$110,000 Supp and Conc grant
	Pupil Engagement Pupil Achievement Pupil Outcomes Course Access	Transportation targeting low income to provide access to school For EL, Low Income, Foster Youth and Redesignated Students			\$50,000 Supp and Conc grant	\$55,000 Supp and Conc grant	\$60,000 Supp and Conc grant
	Pupil Engagement School Climate	Increase to nursing service For EL, Low Income, Foster Youth and Redesignated Students	LEA-wide	Improvement in ADA	\$13,800 Supp and Conc grant	\$14,490 Supp and Conc grant	\$15,215 Supp and Conc grant

	Pupil engagement Parent Involvement	Addition of 0.375 Library Clerk to increase access to library For EL, Low Income, Foster Youth and Redesignated Students	Winters HS during school hours LEA-wide and community wide after school hours		\$12,000 Supp and Conc grant	\$13,125 Supp and Conc grant	\$13,262 Supp and Conc grant
	Parent Involvement	Director of Ed Services – EL and Spec Ed focus For EL, Low Income, Redesignated, and Foster Youth students	LEA-wide		\$100,000 Supp and Conc grant	\$105,000 Supp and Conc grant	\$110,000 Supp and Conc grant
	Pupil engagement Parent Involvement Course Access Pupil Outcomes	Counselors For Low Income , EL, Foster Youth and Redesignated Students	Each site has counselors		\$252,969 Supp and Conc grant	\$287,793 Supp and Conc grant	\$296,427 Supp and Conc grant

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

For the 2014-2015 LCAP year, Winters Joint Unified School District is receiving approximately \$1,096,445 in Supplemental and Concentration funds. This represents an approximate increase of \$1.2 M increase in comparison to the 2013-2014 funding level. The increased funds have been allocated to school sites as well as in support of districtwide goals.

Winters Joint Unified School District has an unduplicated count of 70% currently. All additional dollars beyond the base amount will be targeted for low income, foster youth, and English learners. While our English Learners are often in pull out, or separate programs or classrooms, our low income students are not. For this reason what we do for "all students" impacts our low income students. Therefore, our LCAP resources are spread schoolwide and districtwide as our demographic is similar across schools and throughout the District.

The exception to this is that Developmental Bilingual Education is offered at Winters Elementary. DBE is offered K-6. At the middle school and high school levels we have separate English Language Development classes offered for those students still acquiring fluency in the English language. The offering of a Developmental Bilingual Education program requires a commitment to additional staffing as well as budgets for additional instructional materials and supplies over and above the Williams requirement, due to having instructional materials in both English and Spanish for all subject areas. We also created a Director of Instruction with a focus on EL to support not only the successful implementation of DBE but also English Language Development classes across the District.

To ensure a high quality teaching staff, we have set aside resources for training, the continuation of an induction program for new teachers, and unallocated dollars for increased compensation to teachers. Additionally, we have set aside dollars for anticipated increases to STRS and PERS contributions.

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

Our minimal proportionality percentage (MPP) for each of the three LCAP years is 11.07%, 14.53% and 15.22%. In our annual budgets for the three years we have surpassed this proportionality with increased or improved services for low income, Foster Youth and ELs. These subgroups get the benefits of these proportional dollars and also the benefits of funds and resources allocated to “all students” due to our size and our homogeneous population across our District.

A significant percentage of our budget is allocated to supporting our EL populations in addition to our Special Education population. Additionally, we have added before and after school program budgets, Summer School budget, and some support staff budgets to address the needs of our unduplicated populations. Support staff include counselors, nurses, and library staff.

The district will further improve services to our English Learners through a focused implementation of a soon-to-be adopted EL Master Plan, the creation of an oversight position or Director of Educational Programs with an EL emphasis, as well as added budgets for materials and supplies specific to ELD and the continued implementation of a new and very popular Developmental Bilingual Education program. Engagement of our parents of unduplicated students through programs like School2Home with its 80% parent participation rate will be critical.

While our Foster Youth students do not meet the threshold of a significant subgroup, we will always endeavor to provide them the support that they need to be successful. Counselors, nurses, administration and teachers play a key role in this regard. We also partner with RISE and other agencies to support our Foster Youth.

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