

Introduction:

LEA: Winter Joint Unified School District Contact: Todd Cutler, Interim Superintendent, tcutler@wintersjUSD.org, 530-795-6112

LCAP Year: 2015-2016, 2016-2017 & 2017-2018

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 2015-2016	Impact on LCAP
October 1, 2014 Winters Middle School staff	Through survey data WMS staff indicated that “30 additional Chromebooks” and a “larger supply budget” would increase student engagement. The survey also indicated that “more money for teachers” and “salaries for teachers” would improve student access to the Common Core. Finally, teachers surveyed stated that a “3%+ salary increase” would be the best way to improve outcomes for students.
October 2, 2014 Supervisory/Confidential staff	
October 6, 2014 WHS Student Body	The students noted mostly facility needs, which may or may not be addressed in the bond program. Additional custodial allocation and grounds/maintenance districtwide will address some of the items noted.

October 7, 2014 Wolfskill staff	Wolfskill staff indicated that more custodial time, BTSA, increased block grant funds and more administrative support in the form of release time of “teacher-in-charge” would be most beneficial.
October 14, 2014 Administrative Team	A laundry list of items was brainstormed, and then when asked what the top priority was it was determined it was “instructional coaches” for math K-12.
October 27, 2014 Winters Elementary leadership	Increase of 0.33 FTE of music service to K-3. Ongoing increase in budget to support music programs per original approved LCAP.
October 28, 2014 Winters Middle School Site Council	30 Chromebooks were added over-and-above the already approved School2Home allotment.
October 29, 2014 Winters High School staff	100 Chromebooks and an addition of a 0.5 FTE instructional coach were added.
October 30, 2014 Rominger Student Body	Rominger students requested increased music, art, and language programs, as well as more field trips and additional wall ball courts. Site Block Grants are site discretionary funds that may be used to address any number of student identified needs.
November 4, 2014 Winters Middle School Student Body	Additional Chromebooks will be purchased to speed up the implementation of School2Home program and get to a 1-to-1 initiative immediately at Winters Middle School.
November 12, 2014 PTA - Parent Teachers Association	Additional admin support at Waggoner in the form of a 1.0 FTE Assistant Principal was added.
November 12, 2014 ELAC – English Language Advisory Committee	ELAC/DELAC parents expressed that they desired to continue to grow the district’s DBE program. They also recommended having access to additional funds for materials and supplies. An Adult Literacy program was added to create a way for parents to gain literacy skills and increase parent engagement. A budget was set aside to support a Parent Engagement program.
November 13, 2014 Winters High School Site Council	An additional 0.5 FTE Academic Coach was added.
November 18, 2014 Administrative Team	Identified salary increases, improved benefits, additional Chromebooks and “Instructional Coach” at the high school.
December 1, 2014 Friends of Winters Library	There was also a request that custodial time that had been cut in the past be reinstated.

December 10, 2014 WAEA – Winters Area Education Association	Teacher salaries increased, as well as the contribution to STRS and towards health benefits.
December 10, 2014 ELAC – English Language Advisory Committee	Planning underway to increase sections of DBE – Developmental Bilingual Education.
December 17, 2014 CSEA – California School Employee Association	Employee salaries were increased, as well as the contribution to PERS. A number of CSEA positions were requested to increased, and these include: additional 1.0 FTE grounds/maintenance, 1.0 FTE custodial, 1.0 FTE director of FMO, and 0.35 FTE library technician at SRIS.
December 18, 2014 Winters Elementary Site Council	Assistant Principal of 0.8 FTE was recommended through LCAP Advisory Committee and one trustee suggested it be increased to 1.0 FTE.
January 8, 2015 DELAC - District English Language Learner Advisory Committee	ELAC/DELAC parents supported continued growth of DBE (developmental bilingual education) program along with additional funds to purchase extra materials in both English and Spanish. An Adult Literacy program was added as a way for parents to gain literacy skills and increase parent engagement.
January 15, 2015 Winters High School Site Council	0.5 FTE academic coaching position was added as well as increased district level maintenance/operation and custodial which benefits all campuses.
February 5, 2015 Board of Trustees regularly scheduled Board meeting	Copy of LCAP survey provided to trustees as information and an analysis of site versus districtwide LCFF allocations so trustees could see how funds were allocated for 2014-2015.
February 17, 2015 Posted LCAP survey in Spanish	An adult literacy program was added, as well as a materials budget for DBE and a budget to increase Parent Involvement.
February 19, 2015 Board of Trustees regularly scheduled Board meeting	CBO provided updated projected revenues and LCFF expenditures for 14-15, 15-16 and 16-17 following the Governor’s January 2015 budget proposal.
February 25, 2015 LCAP survey for students	Survey results were posted on the website and also made available to Trustees.
February 25, 2015 Wolfskill Student Body	Repair of restroom using GO bond funds was planned. New Common Core State Standards textbooks were requested and will be purchased. Students requested additional field trips which can be funded through block grant funds which were approved.

March 2, 2015 LCAP survey for administration	Survey results were posted to the website and also made available to Trustees.
March 3, 2015 Leadership Team	A need for additional custodial and grounds/maintenance were identified as well as a Director of MOF.
March 5, 2015 Board of Trustees regularly scheduled Board meeting	Publicly announced the LCAP Community Forum for March 17, 2015 at SRIS beginning at 6:30 PM. Translators, snacks and beverages, and childcare provided.
March 17, 2015 LCAP Community Forum	Spanish speaking parents and English speaking parents were given an overview of the LCAP and actions in current year as well as were encouraged to address and speak to perceived needs that they believed would best benefit the district.
March 19, 2015 Board of Trustees regularly scheduled Board meeting	Recommendations from LCAP Community Forum shared with Trustees. Copies of both adult surveys and student survey results shared with Trustees for information.
March 20, 2015 Board of Trustees regularly scheduled Board meeting	Physical hard copy of LCAP survey in both languages (English and Spanish) sent home
April 2, 2015 Board of Trustees regularly scheduled Board meeting	Translated copies of input from the LCAP Community Forum, from Spanish speaking families, provided to Trustees as information.
April 13, 2015 LCAP Advisory Committee – 1 st meeting	Initial LCAP Advisory Committee meeting where the process was defined for participants. A single participant was to be a spokesperson for each stakeholder group, representing the voice for that group.
April 16, 2015 Board of Trustees regularly scheduled Board meeting	Announced dates of LCAP Advisory Committee meetings and the three areas to be covers: 1) Review the planning process for completion of the 2014-2015 recommendations 2) Review current plan for 2014-2015 through 2016-2017 with budget projections 3) Discuss goals for recommendation for 2015-2016 through 2017-2018 (chance for each stakeholder group to review their priorities)
April 20, 2015 LCAP Advisory Committee – 2 nd meeting	
April 23, 2015 LCAP Advisory Committee – 3 rd meeting	

April 27, 2015 LCAP Advisory Committee – 4 th meeting	LCAP Advisory Committee completed recommendations. Each of these recommendations remained in the final approved LCAP.
May 5, 2015 Leadership Team mtg	
May 7, 2015 Board of Trustees regularly scheduled Board meeting	LCAP Advisory Committee Chairman Jeff Matheson presented recommendations including pay increases for all staff, ongoing additional positions, specifically 0.8 FTE Vice Principal at WES, 0.5 FTE of instructional coach at WHS, 0.17 FTE of release time at Wolfskill to increase admin support time, 0.33 FTE music at Waggoner and a 1.0 FTE Director of Facilities. In addition there was a recommendation to make a one-time allocation for Technology at WMS/WHS of 30 Chromebooks at WMS and 100 Chromebooks at WHS.
May 12, 2015 Principals’ meeting	The site administrative group identified that there was a need to continue to support the Professional Growth Prototype (PGP) work in redesigning the teacher evaluation process and to continue to fund positions that used to be funded from categorical or lottery funds. Further, site administration made it clear that they felt that all of the sites needed to benefit equally whenever positions were covered through LCAP (individual sites made decisions in the past about buying more people instead of things, so it would be unfair to inadvertently punish those that ran more efficient operations with fewer people).
May 21, 2015 Public Hearing during regularly scheduled Board meeting	0.33 FTE at WMS to increase course access to Advanced Math. Trustee Warren asked that the 0.8 FTE Assistant Principal position come back increased to 1.0 FTE. Trustee Olivas asked that an MO position be brought back. Trustees also asked that the single page budget breakdown of impact of LCAP changes be shared and brought back so that they can see the impact, at a glance, of all things being considered. CBO Mary Kay Callaway shared budget update information, from Governor’s May Revise, related to LCFF and included LCAP Advisory Committee recommendations into the budget so trustees could see overall impact.
June 4, 2015 Public Hearing during regularly scheduled Board meeting	0.33 FTE advanced math sections for middle school was eliminated from proposed LCAP while an additional 0.4 FTE

	nursing service was included in the final LCAP. Resources were set aside to support the Teacher Evaluation Pilot or “Professional Growth Prototype.”
June 18, 2015 Approval of LCAP and 15-16 budget with LCAP embedded	The only change that occurred at this final meeting was that the salary range of the FMO Director was increased.
<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>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>Wolfskill students noted repair of restrooms, new textbooks and field trips as a need.</p> <p>Professional Growth Prototype will be supported through a budget to allow for release time so that teachers/administration can analyze lesson delivery and offer coaching through a reflective process. Addition of 0.5 FTE Instructional Coach at WHS.</p> <p>The Local Control Advisory Committee worked to establish overall priorities considering desires from each of the stakeholder groups.</p> <p>Survey data was used to establish and/or confirm priorities and needs.</p>
<p>Annual Update: 2014-2015</p> <p>The following stakeholder groups were identified:</p> <p>Parent Teacher Association.....</p> <p>Students.....</p> <p style="padding-left: 40px;">Winters High School Student Council Winters Middle School Student Council Winters Elementary Student Council at Rominger Campus</p>	<p>Annual Update:</p> <p><u>2014-15</u> 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><u>2014-15</u> 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</p>

<p>Bargaining Units.....</p> <ul style="list-style-type: none"> CSEA – classified employees WAEA – teachers WAPPSU – counselors, nurses, psychologists, speech teachers <p>English Learners.....</p> <ul style="list-style-type: none"> ELAC – English Learner Advisory Committee DELAC – District English Learner Advisory Committee <p>Parents.....</p> <ul style="list-style-type: none"> Winters High School Site Council Winters Middle School Site Council Winters Elementary Site Council Parent Advisory Committee <p>School Site.....</p> <ul style="list-style-type: none"> Winters High School Winters Middle School Winters Elementary School Wolfskill Alternative High School <p>Friends of Library.....</p> <p>Music Boosters.....</p> <p>Administrative/Confidential Management Team.....</p>	<p>Bond and Hardship dollars.</p> <p><u>2014-15</u> 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><u>2014-15</u> 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><u>2014-15</u> 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> <p><u>2014-15</u> 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><u>2014-15</u> 0.375 FTE Library Clerk to increase access to library for students and community.</p> <p><u>2014-15</u> Increased music budget in each of the three LCAP years.</p> <p><u>2014-15</u> 0.5 FTE increase Special Ed staffing at WHS. 0.2 FTE</p>
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<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>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><u>Common Core Professional Development Days:</u> The district had PD for all teachers on August 7 & 8 of 2014 and June 1 & 2 of 2015. In addition each school had a fifth day on either of Nov 10, Feb 13 or Feb 16. Following is the detail of the PD days at each of the sites.</p> <p><u>Wolfskill :</u> Aug 7 – 100% teachers trained CCSS Aug 8 – 100% teachers trained in CCSS ELA Feb 13 – 100% teachers trained in technology June 1 – 75% teachers trained in CCSS June 2 – 50% teachers trained in CCSS</p> <p><u>Winters HS/ Winters Middle/ and Winters Elem</u> Aug 7 – 95% teachers trained in CCSS instructional shifts Aug 8 – 95% teachers trained in CCSS instruct shifts, close reading and construct resp. Nov 10 – 95% teachers trained in CCSS unit and lesson development June 1 – 95% teachers trained in ELD standards, curriculum mapping, goals June 2 – 95% teachers trained in Illuminate, common assessment development</p>	<p>“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>The Local Control Advisory Committee worked to establish overall priorities considering desires from each of the stakeholder groups.</p> <p>Survey data was used to establish and/or confirm priorities and needs.</p> <p>Each of the “new initiatives” outlined in the initial approved LCAP were reviewed and evaluated through a SurveyMonkey to all stakeholders. Each initiative was met with the following support or lack thereof (190 adult responses):</p> <p><u>CTE/ROP funds to support HS</u> Strongly agree/agree = 79% Disagree/strongly disagree = 3%</p> <p><u>Summer School</u> Strongly agree/agree = 71% Disagree/strongly disagree = 15%</p> <p><u>Instructional support or materials for DBE</u> Strongly agree/agree =61% Disagree/strongly disagree =24%</p> <p><u>Behaviorist to assist with Exceptional Need students</u> Strongly agree/agree =72% Disagree/strongly disagree =16%</p> <p><u>Increased nursing staff</u></p>
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	<p>Strongly agree/agree =69% Disagree/strongly disagree =19%</p> <p><u>Additional Block Grant funds for school sites</u> Strongly agree/agree =80% Disagree/strongly disagree =18%</p> <p><u>Before and After School Programs</u> Strongly agree/agree =83% Disagree/strongly disagree =11%</p> <p><u>Library Assistant at Community Library/Winters HS</u> Strongly agree/agree =77% Disagree/strongly disagree =13%</p> <p><u>Funds to support Music Program at Rom, WMS and WHS</u> Strongly agree/agree =91% Disagree/strongly disagree =6%</p> <p><u>School2Home program at Winters MS</u> Strongly agree/agree =56% Disagree/strongly disagree =31%</p> <p><u>Partial funding for new Ag Truck for the high school</u> Strongly agree/agree =46% Disagree/strongly disagree =36%</p> <p><u>BTSA or Beginning Teacher Support</u> Strongly agree/agree =65% Disagree/strongly disagree =20%</p> <p><u>Illuminate Contract – used to analyze student data</u> Strongly agree/agree =46% Disagree/strongly disagree =39%</p> <p>Transportation Concerns Raised: The district was faced with a decision to support Home to School transportation. Needed to determine if cut program or continue. With an average number of students transported to school of 175 (estimate 123 low-income/EL), through the LCAP process it was recommended to find funding to</p>
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	<p>support.</p> <p>Priority 4 data: API- this data is currently not available. College and Career Ready- 36% English Proficiency – 60% EL Reclassification - 13% Advanced Placement 3 or higher – 70% College ready based on EAP – 20% ELA / 5% Math</p> <p>Priority 5 data: School Attendance Rates— K-8 at – 96.09% 9-12 at – 96.12% Chronic Absenteeism Rates— Waggoner - 12% Shirley Rominger- 11% Middle School - 31.38% High School- 40% Middle School Dropout Rates- 0 High School Dropout Rates- 9% High School Graduation Rates- 83%</p> <p>Priority 6 data: Pupil Suspension Rates- 15% Pupil Expulsion Rates- 1.50%</p> <p>Note: Goal statements were changed from the 2014/15 – 2016/17 LCAP document to the 2015/16- 2017/18 document. This was due to the LCAP process determining the need for change.</p> <p>Note: As of July 1st a new Interim Superintendent took over the process of moving the LCAP process forward. The document was prepared and submitted prior to new superintendent’s arrival and was rejected by County Office of Education for not meeting the required components.</p>
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	The new superintendent has held meetings regarding the revisions necessary for approval. These meetings have led to modifications to goals.
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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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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 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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
- 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 school sites, 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:	<p>Goal 1 Winters JUSD Interest Statement: Winters JUSD is committed to preparing students to be college and career ready by:</p> <ul style="list-style-type: none"> • Promoting the essential skills, knowledge, and literacies necessary for 21st century success; • Tailoring the instructional program to meet student needs; • Utilizing data-driven decision-making. 	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7_x 8_X COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p>In order to prepare students to be college and career ready, there is a need to: Increase academic proficiency in ELA and Mathematics (California Assessment of Student Performance and Progress-CAASPP; API)</p> <ul style="list-style-type: none"> • Initial CAASPP data will be available late summer 2015 • API suspended until Fall 2016 <p>Increase college readiness: A-G and CTE completion rates Improve exam passing scores on the CELDT Improve English Language Development ELs (AMAO 1) Improve EL reclassification rates (RFEP) Improve AP exam passing scores (score of ≥ 3)</p>	

	Increase awareness and access to Community College classes; and students prepared for college by EAP indicator of college readiness after grade 11		
Goal Applies to:	Schools:	All Schools (Winters Elem, Winters MS, Winters HS and Wolfskill HS)	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Goal 1.1: Establish baseline CAASP achievement for all applicable subgroups including English Learners, Foster Youth, and Low Income Students in grades 3 – 8, set targets by November 1, 2015 <i>(Priority 4)</i></p> <p>Goal 1.2: Improve Academic Performance Index at all sights with target of 800 (API is suspended until Fall 2016) <i>(Priority 4)</i></p> <p>Goal 1.3: Establish baseline for ELA and Math performance with a goal to increase score by 3% <i>(Priority 4)</i></p> <p>Goal 1.4: Increase rate of A-G completion from 36% (2014) to 39%. <i>(Priority 4)</i></p> <p>Goal 1.5: Increase rate of CTE completion by from 44% (2014) to 47%. <i>(Priority 4 & 7)</i></p> <p>Goal 1.6: Increase EL reclassification rate from 13% (2014) to 16% <i>(Priority 4)</i></p> <p>Goal 1.7: Increase number of students with qualifying Advanced Placement score of 3 or higher from 70% (2014) to 73% <i>(Priority 4)</i></p> <p>Goal 1.8: Increase number of EAP “ready” from 20%(2014) to 23% in ELA and from 5% (2014) to 10% in Math <i>(Priority 4)</i></p> <p>Goal 1.9: Establish baseline for CELDT performance scores during the 2015/16 school year. <i>(Priority 4)</i></p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Accelerated Reader will be provided to improve reading decoding and comprehension K-12. Additionally, Accelerated Reader offers the ability to individualize access for identified students and a way for staff to track individual student progress across grade levels.	LEA-wide	<u> </u> X <u> </u> ALL	\$15,000 Base grant LCFF Object #5800
A discretionary block grant , distributed by P1 enrollment, for each site offers a way for site administrators to provide additional opportunities for identified students.	LEA-wide	<u> </u> X <u> </u> 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)_____	\$50,000 Base grant LCFF Object #1000-5999

Provide adequate staffing for Developmental Bilingual Education - DBE (K-5) . 2 FTE for kindergarten and 1 FTE each for grades 1 st – 5 th . Total of 7.0 FTE.	Winters Elem	__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)_____	\$525,000 Supp/Conc LCFF Object #1000-3999
Provide bilingual instructional aide support for Developmental Bilingual Education - DBE and Transitional Bilingual Education - TBE 1.3 FTE at Winters Elementary 0.625 FTE at WMS 0.21 FTE at Wolfskill	Winters Elem WMS Wolfskill	__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)_____	\$79,000 Supp/Conc LCFF Object #2100-3602
Provide ELD (English Language Development) staffing to support our English Language Learners. WMS – 0.67 FTE WHS – 0.33 FTE Wolfskill HS – 0.17 FTE	WMS WHS Wolfskill	__ALL OR: <input checked="" 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)_____	\$62,950 \$30,756 \$10,816 Supp/Conc LCFF Object #1000-3999
Provide Summer School to support identified students with extended services. Identified students include those designated to the right as well as those needing support to pass CAHSEE.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____Special ed_____	\$25,000 Supp/Conc LCFF Object #1000-5999
Provide before and after school services to support identified students with HomeWork Help and Tutoring services.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$10,000 Supp/Conc LCFF Object #1000-5999
Provide 0.20 FTE “Behaviorist” to consult with teachers for most difficult students, attend IEP meetings, and to provide support in most extreme behavioral situations.	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____Special ed_____	\$20,000 Supp/Conc LCFF Object #5800

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Goal 1.1: Baseline establish during 2015/16 for CAASP achievement for all applicable subgroups including English Learners, Foster Youth, and Low Income Students in grades 3 – 8. Target for year to established from identified baseline. *(Priority 4)*
- Goal 1.2: Improve Academic Performance Index at all sights with target of 800 (API is suspended until Fall 2016) *(Priority 4)*
- Goal 1.3: Establish baseline in 2015/16 for ELA and Math performance with a goal to increase score by 3 - 5% per year depending on baseline. *(Priority 4)*
- Goal 1.4: Increase rate of A-G completion from 36% (2014) to 42%. *(Priority 4)*
- Goal 1.5: Increase rate of CTE completion by from 44% (2014) to 50%. *(Priority 4 & 7)*
- Goal 1.6: Increase EL reclassification rate from 13% (2014) to 19% *(Priority 4)*
- Goal 1.7: Increase number of students with qualifying Advanced Placement score of 3 or higher from 70% (2014) to 75% *(Priority 4)*
- Goal 1.8: Increase number of EAP “ready” from 20%(2014) to 26% in ELA and from 5% (2014) to 15% in Math *(Priority 4)*
- Goal 1.9: Baseline establish during 2015/16 school year. Improve CELDT performance scores by 5% during the 2016/17 school year. *(Priority 4)*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Accelerated Reader will be provided to improve reading decoding and comprehension K-12. Additionally, it offers the ability to individualize access for identified students and a way for staff to track individual student progress across grade levels.</p>	LEA-wide	<p><input checked="" type="checkbox"/>_x_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</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>Base grant</p> <p>LCFF Object #5800</p>
<p>A discretionary block grant, distributed by P1 enrollment, for each site offers a way for site administrators to provide additional opportunities for identified students.</p>	LEA-wide	<p><input checked="" type="checkbox"/>_x_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</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$50,000</p> <p>Base grant</p> <p>LCFF Object #1000-5999</p>
<p>Provide adequate staffing for Developmental</p>	Winters	<p><input type="checkbox"/>_ALL</p>	<p>\$550,000</p>

<p>Bilingual Education - DBE (K-5). 2 FTE for kindergarten and 1 FTE each for grades 1st – 5th. Total of 7.0 FTE.</p>	Elem	<p>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>Supp/Conc LCFF Object #1000-3999</p>
<p>Provide bilingual instructional aide support for Developmental Bilingual Education - DBE and Transitional Bilingual Education - TBE 1.3 FTE at Winters Elementary 0.625 FTE at WMS 0.21 FTE at Wolfskill</p>	Winters Elem WMS Wolfskill	<p>__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>\$83,000 Supp/Conc LCFF Object #2100-3602</p>
<p>Provide ELD (English Language Development) staffing to support our English Language Learners. WMS – 0.67 FTE WHS – 0.33 FTE Wolfskill HS – 0.17 FTE</p>	WMS WHS Wolfskill	<p>__ALL OR: <input checked="" 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)_____</p>	<p>\$66,098 \$31,678 \$11,357 Supp/Conc LCFF Object #1000-3999</p>
<p>Provide Summer School to support identified students with extended services. Identified students include those designated to the right as well as those needing support to pass CAHSEE.</p>	LEA-wide	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)___Special ed_____</p>	<p>\$25,000 Supp/Conc LCFF Object #1000-5999</p>
<p>Provide before and after school services to support identified students with HomeWork Help and Tutoring services.</p>	LEA-wide	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 Supp/Conc LCFF Object #1000-3999</p>
<p>Provide 0.20 FTE “Behaviorist” to consult with teachers for most difficult students, attend IEP meetings, and to provide support in most extreme behavioral situations.</p>	LEA-wide	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)___Special ed_____</p>	<p>\$20,000 Supp/Conc LCFF Object #5800</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Goal 1.1: Baseline established during 2015/16 for CAASP achievement for all applicable subgroups including English Learners, Foster Youth, and Low Income Students in grades 3 – 8. Target for year to established from identified baseline and performance level in 2016/17. (Priority 4)</p> <p>Goal 1.2: Improve Academic Performance Index at all sights with target of 800 (API is suspended until Fall 2016) (Priority 4)</p> <p>Goal 1.3: Established baseline in 2015/16 for ELA and Math performance with a goal to increase score by 3 - 5% per year depending on baseline.(Priority 4)</p> <p>Goal 1.4: Increase rate of A-G completion from 36% (2014) to 45%. (Priority 4)</p> <p>Goal 1.5: Increase rate of CTE completion by from 44% (2014) to 53%. (Priority 4 & 7)</p> <p>Goal 1.6: Increase EL reclassification rate from 13% (2014) to 22% (Priority 4)</p> <p>Goal 1.7: Increase number of students with qualifying Advanced Placement score of 3 or higher from 70% (2014) to 78% (Priority 4)</p> <p>Goal 1.8: Increase number of EAP “ready” from 20%(2014) to 30% in ELA and from 5% (2014) to 20% in Math (Priority 4)</p> <p>Goal 1.9: Baseline establish during 2015/16 school year. Improve CELDT performance scores by 5% above the score set during the 2016/17 school year. (Priority 4)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Accelerated Reader will be provided to improve reading decoding and comprehension K-12. Additionally, it offers the ability to individualize access for identified students and a way for staff to track individual student progress across grade levels.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>\$15,000 Base grant LCFF Object #5800</p>
<p>A discretionary block grant, distributed by P1 enrollment, for each site offers a way for site administrators to provide additional opportunities for identified students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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 Base grant LCFF Object #1000-5999</p>
<p>Provide adequate staffing for Developmental Bilingual Education - DBE (K-5). 2 FTE for kindergarten and 1 FTE each for grades 1st – 5th. Total of 7.0 FTE.</p>	<p>Winters Elem</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><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</p>	<p>\$578,000 Supp/Conc LCFF Object #1000-3999</p>

		__ Other Subgroups:(Specify) _____	
Provide bilingual instructional aide support for Developmental Bilingual Education - DBE and Transitional Bilingual Education - TBE 1.3 FTE at Winters Elementary 0.625 FTE at WMS 0.21 FTE at Wolfskill	Winters Elem WMS Wolfskill	__ 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 __ Other Subgroups:(Specify) _____	\$87,000 Supp/Conc LCFF Object #2100-3602
Provide ELD (English Language Development) staffing to support our English Language Learners. WMS – 0.67 FTE WHS – 0.33 FTE Wolfskill HS – 0.17 FTE	WMS WHS Wolfskill	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$66,098 \$31,678 \$11,357 Supp/Conc LCFF Object #1000-3999
Provide Summer School to support identified students with extended services. Identified students include those designated to the right as well as those needing support to pass CAHSEE.	LEA-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special ed</u>	\$25,000 Supp/Conc LCFF Object #1000-5999
Provide before and after school services to support identified students with HomeWork Help and Tutoring services.	LEA-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$10,000 Supp/Conc LCFF Object #1000-3999
Provide 0.20 FTE “Behaviorist” to consult with teachers for most difficult students, attend IEP meetings, and to provide support in most extreme behavioral situations.	LEA-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Special ed</u>	\$20,000 Supp/Conc LCFF Object #5800
GOAL:	Goal 2 Winters JUSD Interest Statement: Winters JUSD is committed to fostering conditions of learning that promote student success by: • Training and retaining high-quality educators;	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__	

- Adopting and implementing up-to-date instructional materials;
- Offering students equitable access to broad curriculum and well-maintained facilities;

Local : Specify _____

Identified Need :	<p>In order to foster conditions of learning that promote student success, we identified the following needs:</p> <ul style="list-style-type: none"> • Provide Common Core State Standards aligned instructional materials (Williams Report) <i>(Priority Area 1)</i> • Improve facilities based upon – Metric used FIT report <i>(Priority Area 1)</i> • Increase number of HQT through annual credential audit (reduce miss-assignment) <i>(Priority Area 1)</i> • Provide and monitor enrollment for college/career pathways and career sequence/classes <i>(Priority Area 4 & 7)</i> • Increase access to technology • Provide Professional Development to Teachers and Staff
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Goal Applies to:	Schools: All Schools (Winters Elem, Winters MS, Winters HS and Wolfskill HS)
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Goal 2.1: 100% or more of teachers/staff will participate in CCSS professional development; including EL, Foster Youth and Low Income Student strategies by June 30, 2016 <i>(Priority 2)</i></p> <p>Goal 2.2: 100% of students will have access to CCSS aligned Instructional materials <i>(Priority 1 & 2)</i></p> <p>Goal 2.3: Create matrix of teacher miss-assignments and credential needs by October <i>(Priority 1)</i></p> <p>Goal 2.4: 100% of new teachers will be provided an induction program <i>(Priority 1)</i></p> <p>Goal 2.5: Purchase technology to increase device to student ratio from 50% (2015) to 60% <i>(Priority 1)</i></p> <p>Goal 2.6: 100% of staff will be offered technology training with a goal of 75% participation. <i>(Priority 1)</i></p> <p>Goal 2.7: Create baseline of CTE, ROP and PLTW options and total enrollment. <i>(Priority 4 & 7)</i></p> <p>Goal 2.8: 100% Compliance/ alignment with the Williams Act <i>(Priority 1)</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt Common Core State Standard or CCSS aligned materials so that all of our students have the materials that they need.	Winters MS and Winters HS	<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 Base grant LCFF Object #4000-4400
Provide a means for staff to analyze student data	LEA-wide	<input checked="" type="checkbox"/> ALL	\$8,250 Base

through “ Illuminate ” to better support student learning. Analyzing the data to direct teaching in order to meet the needs of the students such as reteaching, providing support in areas of weakness, pacing, vertical articulation, etc.		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)_____	grant LCFF Object #5800
Provide improved facilities through Measure R funds so that students have a safe environment and are proud of the school that they attend	LEA-wide	<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)_____	\$664,000 Bond Fund #21 Object #5000-6999
Students will be provided cleaner, healthier, and a physically and emotionally safer environment through a contribution to restricted maintenance (3% of GF expenditures)	LEA-wide	<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)_____	\$428,000 Base grant LCFF Resource #8150 Object #2000-7XXX
Train and retain staff through maintenance of BTSA (Beginning Teacher Support and Assistance) program for all new teachers	LEA-wide	<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)_____	\$30,000 Base grant LCFF Object #1000-5999
Provide funding for school sites for operational costs (supplies, copiers, postage, etc.) to support the basic education for all students	LEA-wide	<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)_____	\$190,000 Base grant LCFF Object #1000-5999
Provide district’s STRS contribution (1.85%	LEA-wide	<input checked="" type="checkbox"/> ALL	\$122,000

increase) as required by statute		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)_____	Base grant LCFF Object #31XX
Provide district's PERS contribution (0.076% increase) as required by statute	LEA-wide	<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)_____	\$2,500 Base grant LCFF Object #32XX
Utilities, PG&E, Water, Garbage, Phone	LEA-wide	<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)_____	\$475,000 Base grant LCFF Object #5500-5900
Additional Block Grants for each site WES- Instructional Materials, Supplies, Translation, Child care, Extra Duty (Instructional Aides), Supplemental ELA curriculum WMS- Instructional Materials, Art/ Music, Renaissance Learning, Professional Development, Afterschool Intervention, Communication, Supplies WHS-classroom supplies, postage, printing and translations. Wolfskill-instructional supplies for students.	WES WMS WHS Wolfskill	<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)_____	\$50,000 Supp/Conc LCFF Object #1000-5999
Instructional materials, consumables and textbooks in Spanish and English and EL support as determined by Director of Instruction - EL	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000 Supp/Conc LCFF Object #1000-5999
Maintain CTE/ROP materials and supply budgets	WHS	<input type="checkbox"/> ALL	\$7,000

	Wolfskill	OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Supp/Conc LCFF Object #4XXX
Provide each student with a Chromebook, AKA “ School2Home program ” to improve access to technology at school and at home, provide a 0.33 FTE Technology Coach to support teachers with PD on the use of Chromebooks for instruction, and provide parent training as a requirement to receive a Chromebook to increase stakeholder involvement in their child’s education	Winters MS	<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)_____	\$52,000 Supp/Conc LCFF Object #1000-5999
Identified students will be provided access to computer hardware and software to enhance instruction and provide career technical and college readiness activities	WES WHS Wolfskill	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input checked="" type="checkbox"/> _Foster Subgroups:(Specify)_____	WES - \$14,000 WHS - \$10,000 Wolfskill - \$2,000 Supp/Conc LCFF Object #4XXX
Course access for all at risk students to ROP/CTE classes by maintaining current course sections. Our district has identified the need to grow the number of risk students in these programs.	Winters HS Wolfskill	<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)_____	\$92,371 Supp/Conc LCFF Goal #6000 Object #1000-3999
Provide additional Instructional Coach – 0.5 FTE for embedded coaching for teachers to improve upon instructional practice thereby improving learning outcomes for instruction for targeted at risk students.	WHS	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$35,690 Supp/Conc LCFF Object #1000-3999

Provide a K-3 Music Program 0.33 FTE where students learn social and emotional skills and receive additional supports to increase their engagement in learning and connection to school	WES at Waggoner	<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)_____	\$19,307 Base grant LCFF Object #1000-3999
Additional supply budgets for DBE (Developmental Bilingual Education) and Spec Ed Instructional Materials to supplement classroom curriculum, Classroom supplies in both English and Spanish, Classroom Library books in both English and Spanish, translation	LEA-wide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _x_Low Income pupils <input checked="" type="checkbox"/> _x_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____Special ed_____	\$5,000 Supp/Conc LCFF Object #4XXX
Students will be provided cleaner, better maintained learning environments through the addition of 1.0 FTE Director of Facilities, Maintenance & Operations	LEA-wide	<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)_____	\$113,000 Base grant LCFF Resource #8150 Object #2300-3999
Increase custodial service 1.0 FTE to support before and after school programs as well as Summer School for identified students	LEA-wide	<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)_____	\$42,587 Supp/Conc LCFF Object #2200-3999
Students will be provided cleaner, better maintained learning environments by increased Grounds/Maintenance 1.0 FTE service	LEA-wide	<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)_____	\$44,389 Base grant LCFF Object #2200-3999

Increase access for all students by providing additional Library Technician 0.35 FTE through extend library hours. This will provide additional opportunity to support at risk and identified students.	Rominger	<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)_____	\$14,310 Supp/Conc LCFF Object #2200-3999
Support to Teacher Evaluation Pilot or “Professional Growth Prototype” so that through improved instructional delivery we experience improved student outcomes	LEA-wide	<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)_____	\$35,000 Supp/Conc LCFF Object #1000-5999
Additional Chromebooks (30 for Winters MS, 100 for Winters HS) create greater technology access for all students. One-time purchase at recommendation of the LCAP Advisory Committee	Winters MS Winters HS	<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)_____	\$33,280 Supp/Conc LCFF Object #4300 (one- time purchase)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Goal 2.1: 100% or more of teachers/staff will participate in CCSS professional development; including EL, Foster Youth and Low Income Student strategies by June 30, 2016 <i>(Priority 2)</i>		
	Goal 2.2: 100% of students will have access to CCSS aligned Instructional materials <i>(Priority 1 & 2)</i>		
	Goal 2.3: Create matrix of teacher miss-assignments and credential needs by October <i>(Priority 1)</i>		
	Goal 2.4: 100% of new teachers will be provided an induction program <i>(Priority 1)</i>		
	Goal 2.5: Purchase technology to increase device to student ratio from 50% (2015) to 70% <i>(Priority 1)</i>		
	Goal 2.6: 100% of staff will be offered technology training with a goal of 85% participation. <i>(Priority 1)</i>		
	Goal 2.7: Create baseline of CTE, ROP and PLTW options and total enrollment. <i>(Priority 4 & 7)</i>		
	Goal 2.8: Maintain 100% Compliance/ alignment with the Williams Act <i>(Priority 1)</i>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Pilot and adopt Common Core State Standard or CCSS aligned materials so that all of our students have the materials that they need.	Winters MS and Winters HS	<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)_____	\$75,000 Base grant LCFF Object #4000-5999
Provide a means for staff to analyze student data through “illuminate” to better support student learning Analyzing the data to direct teaching in order to meet the needs of the students such as reteaching, providing support in areas of weakness, pacing, vertical articulation, etc.	LEA-wide	<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)_____	\$8,250 Base grant LCFF Object #5800
Provide improved facilities through Measure R funds so that students have a safe environment and are proud of the school that they attend	LEA-wide	<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)_____	\$2 M Bond Fund #21 Object #5000-6999
Students will be provided cleaner, healthier, and a physically and emotionally safer environment through a contribution to restricted maintenance (3% of GF expenditures)	LEA-wide	<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)_____	\$446,000 Base grant LCFF Resource #8150 Object #2000-7XXX
Train and retain staff through maintenance of BTSA (Beginning Teacher Support and Assistance) program for all new teachers	LEA-wide	<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)_____	\$30,000 Base grant LCFF Object #1000-5999
Provide funding for school sites for operational	LEA-wide	<input checked="" type="checkbox"/> _x_ALL	\$200,000

costs (supplies, copiers, postage, etc.) to support the basic education for all students		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)_____	Base grant LCFF Object #1000-5999
Provide district's STRS contribution (1.85% increase) as required by statute	LEA-wide	<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)_____	\$130,000 Base grant LCFF Object #31XX
Provide district's PERS contribution (1.20% increase) as required by statute	LEA-wide	<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)_____	\$35,000 Base grant LCFF Object #32XX
Utilities, PG&E, Water, Garbage, Phone	LEA-wide	<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)_____	\$510,000 Base grant LCFF Object #5500-5900
Additional Block Grants for each site WES- Instructional Materials, Supplies, Translation, Child care, Extra Duty (Instructional Aides), Supplemental ELA curriculum WMS- Instructional Materials, Art/ Music, Renaissance Learning, Professional Development, Afterschool Intervention, Communication, Supplies WHS-instructional supplies, postage, printing & translations. Wolfskill-instructional supplies for students.	WES WMS WHS Wolfskill	<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)_____	\$50,000 Supp/Conc LCFF Object #1000-5999
Instructional materials, consumables and	LEA-wide	<input type="checkbox"/> ALL	\$40,000

textbooks in Spanish and English and EL support as determined by Director of Instruction – EL CCSS curriculum in both English and Spanish for the DBE program k-5, currently 7 classrooms and for the TBE program 6-12, currently 3 classes.		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Supp/Conc LCFF Object #1000-5999
Maintain CTE/ROP materials and supply budgets. This material is critical to support the CTE/ROP program. Our district has identified the need to grow the number of risk students in the program.	WHS	<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)_____	\$7,000 Supp/Conc LCFF Object #4XXX
Provide each student with a Chromebook, AKA “ School2Home program ” to improve access to technology at school and at home, provide a 0.33 FTE Technology Coach to support teachers with PD on the use of Chromebooks for instruction, and provide parent training as a requirement to receive a Chromebook to increase stakeholder involvement in their child’s education	Winters MS	<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)_____	\$52,000 Supp/Conc LCFF Object #1000-5999
Identified students will be provided access to computer hardware and software to enhance instruction and provide career technical and college readiness activities	WES WHS Wolfskill	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	WES - \$15,000 WHS - \$11,000 Wolfskill - \$2,000 Supp /Conc LCFF Object #4XXX
Course access for all at risk students to ROP/CTE classes by maintaining current course sections. Our district has identified the need to grow the number of risk students in these programs.	Winters HS Wolfskill	<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)_____	\$95,142 Supp/Conc LCFF Goal #6000 Object

			#1000-3999
Provide additional Instructional Coach – 0.5 FTE for embedded coaching for teachers to improve upon instructional practice thereby improving learning outcomes for instruction for targeted at risk students.	WHS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$37,500 Supp/Conc LCFF Object #1000-3999
Provide a K-3 Music Program 0.33 FTE where students learn social and emotional skills and receive additional supports to increase their engagement in learning and connection to school	WES at Waggoner	<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) _____	\$20,300 Base grant LCFF Object #1000-3999
Additional supply budgets for DBE (Developmental Bilingual Education) and Spec Ed Instructional Materials to supplement classroom curriculum, Classroom supplies in both English and Spanish, Classroom Library books in both English and Spanish, translation	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" 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) _____ Special ed _____	\$5,000 Supp/Conc LCFF Object #4000
Students will be provided cleaner, better maintained learning environments through the addition of 1.0 FTE Director of Facilities, Maintenance & Operations	LEA-wide	<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) _____	\$118,000 Base grant LCFF Resource #8150 Object #2300-3999
Increase custodial service 1.0 FTE to support before and after school programs as well as Summer School for identified students	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> other Subgroups:(Specify) _____ Special ed _____	\$45,000 Supp/Conc LCFF Object #2200-3999

Students will be provided cleaner, better maintained learning environments by increased Grounds/Maintenance 1.0 FTE service	LEA-wide	<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)_____	\$46,600 Base grant LCFF Object #2200-3999
Increase access for all students by providing additional Library Technician 0.35 FTE through extend library hours. This will provide additional opportunity to support at risk and identified students.	Rominger	<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)_____	\$15,000 Supp/Conc LCFF Object #2200-3999
Support to Teacher Evaluation Pilot or “Professional Growth Prototype” so that through improved instructional delivery we experience improved student outcomes	LEA-wide	<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)_____	\$35,000 Supp/Conc LCFF Object #1000-5999
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Goal 2.1: 100% or more of teachers/staff will participate in CCSS professional development; including EL, Foster Youth and Low Income Student strategies by June 30, 2016 <i>(Priority 2)</i> Goal 2.2: 100% of students will have access to CCSS aligned Instructional materials <i>(Priority 1 & 2)</i> Goal 2.3: Create matrix of teacher miss-assignments and credential needs by October <i>(Priority 1)</i> Goal 2.4: 100% of new teachers will be provided an induction program <i>(Priority 1)</i> Goal 2.5: Purchase technology to increase device to student ratio from 50% (2015) to 80% <i>(Priority 1)</i> Goal 2.6: 100% of staff will be offered technology training with a goal of 95% participation. <i>(Priority 1)</i> Goal 2.7: Create baseline of CTE, ROP and PLTW options and total enrollment. <i>(Priority 4 & 7)</i> Goal 2.8: Maintain 100% Compliance/ alignment with the Williams Act <i>(Priority 1)</i>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Pilot and adopt Common Core State Standard or CCSS aligned materials so that all of our students have the materials that they need.	Winters MS and Winters HS	<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 Base grant LCFF Object #4000-5999
Provide a means for staff to analyze student data through “illuminate” to better support student learning	LEA-wide	<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)_____	\$8,250 Base grant LCFF Object #5800
Provide improved facilities through Measure R funds so that students have a safe environment and are proud of the school that they attend	LEA-wide	<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 M estimated expenditures in 2017-2018 Bond Fund #21 Object #5000-6999
Students will be provided cleaner, healthier, and a physically and emotionally safer environment through a contribution to restricted maintenance (3% of GF expenditures)	LEA-wide	<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)_____	\$464,000 Base grant LCFF Resource #8150 Object #2000-7XXX
Train and retain staff through maintenance of BTSA (Beginning Teacher Support and Assistance) program for all new teachers	LEA-wide	<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)_____	\$30,000 Base grant LCFF Object #1000-5999
Provide funding for school sites for operational	LEA-wide	<input checked="" type="checkbox"/> ALL	\$200,000

costs (supplies, copiers, postage, etc.) to support the basic education for all students		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)_____	Base grant LCFF Object #1000-5999
Provide district's STRS contribution (1.85% increase) as required by statute	LEA-wide	<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)_____	\$133,000 Base grant LCFF Object #31XX
Provide district's PERS contribution (3.55% increase) as required by statute	LEA-wide	<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)_____	\$105,000 Base grant LCFF Object #32XX
Utilities, PG&E, Water, Garbage, Phone	LEA-wide	<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)_____	\$525,000 Base grant LCFF Object #5500-5900
Additional Block Grants for each site WES-Instructional Materials, Supplies, Translation, Child Care, Extra Duty, (Instructional Aides), Supplemental ELA Curriculum, WMS- Instructional Materials, Art/Music, Renaissance Learning, Professional Development, Afterschool, Intervention, Communications, Supplies WHS- Instructional supplies, postage, printing & translations Wolfskill- instructional supplies for students	WES WMS WHS Wolfskill	<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)_____	\$50,000 Supp/Conc LCFF Object #1000-5999
Instructional materials, consumables and	LEA-wide	<input type="checkbox"/> ALL	\$40,000

textbooks in Spanish and English and EL support as determined by Director of Instruction - EL		OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Supp/Conc LCFF Object #1000-5999
Maintain CTE/ROP materials and supply budgets	WHS Wolfskill	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$7,000 Supp/Conc LCFF Object #4XXX
Provide each student with a Chromebook, AKA “ School2Home program ” to improve access to technology at school and at home, provide a 0.33 FTE Technology Coach to support teachers with PD on the use of Chromebooks for instruction, and provide parent training as a requirement to receive a Chromebook to increase stakeholder involvement in their child’s education	Winters MS	<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)_____	\$52,000 Supp/Conc LCFF Object #1000-5999
Identified students will be provided access to computer hardware and software to enhance instruction and provide career technical and college readiness activities	WES WHS Wolfskill	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input checked="" type="checkbox"/> _Other Subgroups:(Specify) <u>Special ed</u> _____	WES - \$15,000 WHS - \$11,000 Wolfskill - \$2,000 Supp/Conc LCFF Object 4XXX
Course access for all at risk students to ROP/CTE classes by maintaining current course sections. Our district has identified the need to grow the number of risk students in these programs.	Winters HS Wolfskill	<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)_____	\$95,142 Supp/Conc Goal #6000 Object #1000-3999

Provide additional Instructional Coach – 0.5 FTE for embedded coaching for teachers to improve upon instructional practice thereby improving learning outcomes for instruction for targeted at risk students.	WHS	<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)_____	\$39,375 Supp/Conn LCFF Object #1000-3999
Provide a K-3 Music Program 0.33 FTE where students learn social and emotional skills and receive additional supports to increase their engagement in learning and connection to school	WES at Waggoner	<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)_____	\$21,300 Base grant LCFF Object #1000-3999
Additional supply budgets for DBE (Developmental Bilingual Education) and Spec Ed Provide Instructional materials to supplement classroom curriculum. Materials: Classroom supplies in both English and Spanish, Classroom Library books in both English and Spanish, and translations.	LEA-wide	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _x_Low Income pupils <input checked="" type="checkbox"/> _x_English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____ <input type="checkbox"/> _Special ed_____	\$5,000 Supp/Conc LCFF Object #4XXX
Students will be provided cleaner, better maintained learning environments through the addition of 1.0 FTE Director of Facilities, Maintenance & Operations	LEA-wide	<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)_____	\$124,000 Base grant LCFF Resource #8150 Object #2300-3999
Increase custodial service 1.0 FTE to support before and after school programs as well as Summer School for identified students	LEA-wide	<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)_____ <input type="checkbox"/> _Special ed_____	\$47,250 Supp/Conc LCFF Object #2200-3999

<p>Students will be provided cleaner, better maintained learning environments by increased Grounds/Maintenance 1.0 FTE service</p>	<p>LEA-wide</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>\$48,940 Base grant LCFF Object #2200-3999</p>
<p>Increase access for all students by providing additional Library Technician 0.35 FTE through extend library hours. This will provide additional opportunity to support at risk and identified students.</p>	<p>Rominger</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>\$15,800 Supp/Conc LCFF Object #2200-3999</p>
<p>Support to Teacher Evaluation Pilot or “Professional Growth Prototype” so that through improved instructional delivery we experience improved student outcomes</p>	<p>LEA-wide</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>\$35,000 Supp/Conc LCFF Object #1000-5999</p>

<p>GOAL:</p>	<p>Goal 3 Winters JUSD Interest Statement: Winters JUSD is committed to engaging all stakeholders in creating a safe and welcoming environment for learning by:</p> <ul style="list-style-type: none"> • Seeking input and implementing shared decision-making processes; • Heightening school connectedness and completion rates; • Addressing the needs of the whole child. 	<p>Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>In order to create a safe and welcoming environment for learning we identified a need to:</p> <ul style="list-style-type: none"> • Increase parent involvement • Decrease chronic absenteeism of students • Improve attendance rates of students • Increase graduation rate 	

	<ul style="list-style-type: none"> • Reduce drop out rate • Reduce suspension/expulsion rate • Improve the feelings of safety and school connectedness (California Healthy Kids Survey) • Acquire resources for Adult Literacy • Create a districtwide Parent Engagement Program
Goal Applies to:	Schools: All Schools (Winters Elem, Winters MS, Winters HS and Wolfskill HS)
	Applicable Pupil Subgroups: Low income, EL, Foster Youth, Redesignated, Special ed, et. al.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Goal 3.1: Increase parent involvement. Create baseline date in 2015 (parent classes, completion of surveys, attendance at events, ELAC, DELAC, Title I Parent Meetings) <i>(Priority 3)</i></p> <p>Goal 3.2: Increase attendance 96.12% (2014) to 96.62%. <i>(Priority 5)</i></p> <p>Goal 3.3: Increase graduation rate from 90% (2015) to 93% <i>(Priority 5)</i></p> <p>Goal 3.4: Decrease High School dropout rate from 9% (2014) to 7%. <i>(Priority 5)</i></p> <p>Goal 3.5: Maintain Middle School dropout rate at 0%. <i>(Priority 5)</i></p> <p>Goal 3.6: Decrease number of suspensions from 5.2% (2014) to 3% and decrease number of expulsions from 2 students (2014) to 1 or less in 2015/16. <i>(Priority 6)</i></p> <p>Goal 3.7: Increase student engagement and connectedness as reported on CHKS and focus groups. Establish base line during the 2015/16 school year. <i>(Priority 6)</i></p> <p>Goal 3.8: Decrease chronic absenteeism rates by the following: <i>(Priority 5)</i></p> <p>Baseline from 2014/15: Waggoner - 12% Shirley Rominger- 11% Middle School - 31.38% High School- 40%</p> <p>2015/16 decrease by: Waggoner - 3% Shirley Rominger- 3% Middle School - 8% High School- 10%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a music budget to support District programs grades 4-12	Rominger WMS WHS	<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)_____	\$6,000 base grant LCFF Object #4000
Provide activity stipends – sports, Ag program, music, drama, and site specific activities to motivate students to come to school, to be successful and to have a connection to school	LEA-wide	<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)_____	\$117,000 Base grant LCFF Object #1000-3999

socially, emotionally and physically			
Provide special education transportation so that students can better access remote programs and also for improved attendance.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special ed</u>	\$115,000 Supp/Conc LCFF Object #2000-7XXX
Provide transportation targeting low income to provide access to school and improved attendance and participation in school programs	LEA-wide	<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) _____	\$55,000 Supp/Conc LCFF Object #2000-7XXX
Provide 1.0 FTE nursing service so that student health needs are better met, resulting in improved attendance and participation in school activities	LEA-wide	<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) _____	\$99,103 Base Grant LCFF Object #1200-3601
Provide 0.6 FTE nursing service so that student health needs are better met, resulting in improved attendance and participation in school activities	LEA-wide	<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>Special ed & Medical need</u>	\$43,233 Supp/Conc LCFF Object #1200-3601
Provide a 0.375 FTE Library Clerk to increase access to essential academic information and to support identified students who may use the library	WHS LEA-wide after school hours	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$13,125 Supp/Conc LCFF Object #2000-3999
Provide a 1.0 FTE Director of Ed Services with an EL and Spec Ed focus to oversee both programs.	LEA-wide	<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	\$111,460 Supp/Conc LCFF Object

		__ Other Subgroups:(Specify) __Special ed _____	#1200-3601
Provide academic counseling (1.0 FTE) and targeted assistance to low-income, EL, foster students and students with disabilities for our Elementary	Winters Elem	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$76,424 Supp/Conc LCFF Object #1200-3601
Provide academic and career counseling (2.9 FTE) to support students	WMS WHS Wolfskill	<u>x</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ __ Other Subgroups:(Specify) _____	\$245,450 Base grant LCFF Object #1200-3601
Provide 0.17 FTE teacher release time to increase “teacher in charge” opportunity at Wolfskill High School and support students, families, staff and community in reducing student behaviors, improve attendance and increase school safety.	Wolfskill HS	<u>x</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ __ Other Subgroups:(Specify) _____	\$12,000 Base grant LCFF Object #1000-3999
Provide an Assistant Principal – 1.0 FTE at Winters Elementary to assist and support students, families, staff and the community in reducing student behaviors, improve attendance and increase school safety.	Winters Elem	<u>x</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ __ Other Subgroups:(Specify) _____	\$45,094 Base grant LCFF Object #1000-3999 \$45,094 Supp/Conc LCFF Object #1000-3999
Provide resources for a “Parent Engagement Program,” so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ __ Other Subgroups:(Specify) _____	\$5,000 Supp/Conc LCFF Object #4000-5000

Provide an “ Adult Literacy ” class, or English as a Second Language class, so that parents in our community have access to learn English and also so they are better connected and involved in their child’s education.	LEA-wide	<input type="checkbox"/> _ALL OR: <input checked="" 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)___Parents_____	\$25,000 Supp/Conc LCFF Object #1000-5999
Provide smaller class sizes at K-3 (25 to 1) with 2.0 FTE teachers to increase student engagement and provide more individualized opportunities for identified students	Waggoner	<input type="checkbox"/> _ALL OR: <input checked="" 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)_____	\$149,276 Supp/Conc LCFF Object #1100-3601
Provide smaller class sizes at 4-8 (25 to 1) with 4.0 FTE teachers to increase student engagement and provide more individualized opportunities for identified students	Rominger WMS	<input type="checkbox"/> _ALL OR: <input checked="" 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)_____	\$300,000 Supp/Conc LCFF Object #1100-3601

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Goal 3.1: Increase parent involvement. Growth to be determined off of baseline date collected in 2015 (parent classes, completion of surveys, attendance at events ELAC, DELAC, Title I Parent Meetings) <i>(Priority 3)</i></p> <p>Goal 3.2: Increase attendance 96.12% (2014) to 96.92%. <i>(Priority 5)</i></p> <p>Goal 3.3: Increase graduation rate from 90% (2015) to 95% <i>(Priority 5)</i></p> <p>Goal 3.4: Decrease High School dropout rate from 9% (2014) to 5%. <i>(Priority 5)</i></p> <p>Goal 3.5: Maintain Middle School dropout rate at 0%. <i>(Priority 5)</i></p> <p>Goal 3.6: Decrease number of suspensions from 5.2% (2014) to 2.5% and decrease number of expulsions from 2 students (2014) to 0. <i>(Priority 6)</i></p> <p>Goal 3.7: Increase student engagement and connectedness as reported on CHKS and focus groups. Growth to be determined off of baseline date collected in 2015/16. <i>(Priority 6)</i></p> <p>Goal 3.8: Decrease chronic absenteeism rates by the following: <i>(Priority 5)</i></p> <p>Baseline from 2014/15: Waggoner - 12% Shirley Rominger- 11% Middle School - 31.38% High School- 40%</p> <p>206/17 decrease by: Waggoner - 3% Shirley Rominger- 3% Middle School - 8% High School- 10%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a music budget to support District	Rominger	<input checked="" type="checkbox"/> _ALL	\$8,000 base

programs grades 4-12	WMS WHS	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	grant LCFF Object #4XXX
Provide activity stipends – sports, Ag program, music, drama, and site specific activities to motivate students to come to school, to be successful and to have a connection to school socially, emotionally and physically	LEA-wide	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$123,000 base grant LCFF Object #1000-3999
Provide special education transportation so that students can better access remote programs and also for improved attendance	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient __Other Subgroups:(Specify)___Special Ed_____	\$121,000 Supp/Conc LCFF Object #2000-7XXX
Provide transportation targeting low income to provide access to school and improved attendance and participation in school programs	LEA-wide	__ALL OR: <input checked="" type="checkbox"/> _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60,000 Supp/Conc LCFF Object #2000-7XXX
Provide 1.0 FTE nursing service so that student health needs are better met, resulting in improved attendance and participation in school activities	LEA-wide	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$102,076 Base grant LCFF Object #1200-3601
Provide 0.6 FTE nursing service so that student health needs are better met, resulting in improved attendance and participation in school activities	LEA-wide	<input checked="" type="checkbox"/> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___Special ed & Medical need_____	\$44,530 Supp/Conc LCFF Object #1000-3999
Provide a 0.375 FTE Library Clerk to increase	WHS	__ALL	\$13,781

access to essential academic information and to support identified students who may use the library	LEA-wide after school hours	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supp/Conc LCFF Object #2000-3999
Provide a 1.0 FTE Director of Ed Services with an EL and Spec Ed focus to oversee both programs.	LEA-wide	__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)_____ Spec Ed_____	\$117,033 Supp/Conc LCFF Object #1000-3999
Provide academic counseling (1.0 FTE) and targeted assistance to low-income, EL, foster students and students with disabilities for our Elementary	Winters Elem	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Special ed_____	\$80,246 Supp/Conc LCFF Object #1200-3601
Provide academic and career counseling (2.9 FTE) and targeted assistance to low-income, EL, foster students and students with disabilities for our Elementary	WMS WHS Wolfskill	<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)_____	\$257,723 Base grant LCFF Object #1200-3601
Provide 0.17 FTE teacher release time to increase “teacher in charge” opportunity at Wolfskill High School and support students, families, staff and community in reducing student behaviors, improve attendance and increase school safety.	Wolfskill HS	<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)_____	\$12,600 Base grant LCFF Object #1000-3999
Provide an Assistant Principal – 1.0 FTE at Winters Elementary to assist and support students, families, staff and the community in reducing student behaviors, improve attendance and increase school safety.	Winters Elem	<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)_____	\$47,500 Base grant LCFF Object #1000-3999 \$47,500

			Supp/Conc LCFF Object #1000-3999
Provide resources for a “Parent Engagement Program,” so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.	LEA-wide	<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)_____	\$5,000 Supp/Conc LCFF Object #4XXX
Provide an “Adult Literacy” class, or English as a Second Language class, so that parents in our community have access to learn English and also so they are better connected and involved in their child’s education.	LEA-wide	<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)_____Parents_____	\$25,000 Supp/Conc LCFF Object #1000-3999
Provide smaller class sizes at K-3 (26 to 1) with 2.0 FTE teachers to increase student engagement and provide more individualized opportunities for identified students thus supporting students at risk.	Waggoner	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$157,000 Supp/Conc LCFF Object #1100-3601
Provide smaller class sizes at 4-8 (24 to 1) with 4.0 FTE teachers to increase student engagement and provide more individualized opportunities for identified students	Rominger WMS	<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	\$315,000 Supp/Conc LCFF Object #1100-3601

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Goal 3.1: Increase parent involvement. Growth to be determined off of baseline date collected in 2015 and measure set for 2016. (parent classes, completion of surveys, attendance at events, ELAC, DELAC, Title I Parent Meetings) <i>(Priority 3)</i></p> <p>Goal 3.2: Increase attendance 96.12% (2014) to 97.22%. <i>(Priority 5)</i></p> <p>Goal 3.3: Increase graduation rate from 90% (2015) to 97% <i>(Priority 5)</i></p> <p>Goal 3.4: Decrease High School dropout rate from 9% (2014) to 3%. <i>(Priority 5)</i></p> <p>Goal 3.5: Maintain Middle School dropout rate at 0%. <i>(Priority 5)</i></p>
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<p>Goal 3.6: Decrease number of suspensions from 5.2% (2014) to 1.5% and decrease number of expulsions from 2 students (2014) to 0. (Priority 6)</p> <p>Goal 3.7: Increase student engagement and connectedness as reported on CHKS and focus groups. Growth to be determined off of baseline date collected in 2015/16 and measure set for 2016. (Priority 6)</p> <p>Goal 3.8: Decrease chronic absenteeism rates by the following: (Priority 5)</p> <p>Baseline from 2014/15: Waggoner - 12% Shirley Rominger- 11% Middle School - 31.38% High School- 40%</p> <p>2017/18 decrease by: Waggoner - 3% Shirley Rominger- 3% Middle School - 8% High School- 10%</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a music budget to support District programs grades 4-12	Rominger WMS WHS	<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 Base grant LCFF Object #4000
Provide activity stipends – sports, Ag program, music, drama, and site specific activities to motivate students to come to school, to be successful and to have a connection to school socially, emotionally and physically	LEA-wide	<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) _____	\$129,000 Base grant LCFF Object #1000-3999
Provide special education transportation so that students can better access remote programs and also for improved attendance	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ Special ed _____	\$121,000 Supp/Conc LCFF Object #2000-7XXX
Provide transportation targeting low income, EL and foster youth students to provide access to school and improved attendance and participation in school programs	LEA-wide	<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) _____	\$65,000 Supp/Conc LCFF Object #2000-7XXX
Provide 1.0 FTE nursing service so that student	LEA-wide	<input checked="" type="checkbox"/> ALL	\$105,138

health needs are better met, resulting in improved attendance and participation in school activities		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)_____	Base grant LCFF Object #1200-3601
Provide 0.6 FTE nursing service so that student health needs are better met, resulting in improved attendance and participation in school activities	LEA-wide	<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>Special ed & Medical need</u>	\$45,866 Supp/Conc LCFF Object #1200-3601
Provide a 0.375 FTE Library Clerk to increase access to essential academic information and to support identified students who may use the library	WHS LEA-wide after school hours	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$14,470 Supp/Conc LCFF Object #2000-3999
Provide a 1.0 FTE Director of Ed Services with an EL and Spec Ed focus to oversee both programs (0.80 FTE charged to GF unrestricted)	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special ed</u>	\$122,885 Supp/Conc LCFF Object #1000-3999
Provide academic counseling (1.0 FTE) and targeted assistance to low-income, EL, foster students and students with disabilities for our Elementary	Winters Elem	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special ed</u>	\$84,259 Supp/Conc LCFF Object #1200-3601
Provide academic and career counseling (2.9 FTE) and targeted assistance to low-income, EL, foster students and students with disabilities for our Elementary	WMS WHS Wolfskill	<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)_____	\$270,609 Base grant LCFF Object #1200-3601
Provide 0.17 FTE teacher release time to	Wolfskill	<input checked="" type="checkbox"/> ALL	\$13,230

<p>increase “teacher in charge” opportunity at Wolfskill High School and support students, families, staff and community in reducing student behaviors, improve attendance and increase school safety.</p>	<p>HS</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>Base grant LCFF Object #1000-3999</p>
<p>Provide an Assistant Principal – 1.0 FTE at Winters Elementary to assist and support students, families, staff and the community in reducing student behaviors, improve attendance and increase school safety.</p>	<p>Winters Elem</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$49,500 Base grant LCFF Object #1000-3999</p> <p>\$49,500 Supp/Conc LCFF Object #1000-3999</p>
<p>Provide resources for a “Parent Engagement Program,” so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input checked="" 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)_____ Hispanic families_____</p>	<p>\$5,000 Supp/Conc LCFF Object #4XXX</p>
<p>Provide an “Adult Literacy” class, or English as a Second Language class, so that parents in our community have access to learn English and also so they are better connected and involved in their child’s education.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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)_____ Parents_____</p>	<p>\$25,000 Supp/Conc LCFF Object #1000-5999</p>
<p>Provide smaller class sizes at K-3 (26 to 1) with 2.0 FTE teachers to increase student engagement and provide more individualized opportunities for identified students</p>	<p>Waggoner</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$165,000 Supp/Conc LCFF Object #1100-3601</p>
<p>Provide smaller class sizes at 4-8 (23 to 1) with 4.0 FTE teachers to increase student engagement and provide more individualized opportunities for</p>	<p>Rominger WMS</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>\$339,000 Supp/Conc LCFF Object</p>

identified students	<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	#1100-3601
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

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 school sites 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:	Raising student achievement across the curriculum		Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify
Goal Applies to:	Schools:	LEA-wide	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	
	<p>a) Improve API (all schools below state target of 800) All groups meet/exceed growth target.</p> <p>b) Improve ELA proficiency rates Hispanic, EL, Special Education and Econ Disadvantaged. 5% improvement for each group from baseline</p> <p>c) Increase pass rates in Math Hispanic, EL, Spec Ed and Econ Disadvantaged 5% improvement for each group from baseline</p>	Actual Annual Measurable Outcomes:	<p>a) State has not replaced, nor defined, the API at this time. SBAC, when established and approved, will establish the new benchmark. SRIS – 823 (2012) WAGG – 752(2012) WMS – 777(2012) WHS- 765(2012)</p> <p>b) State has not established ELA proficiency metric. Baselines for SBAC will be released by June 30. District benchmarks will not identify target scores until results from SBAC can be analyzed and backward mapped.</p> <p>Actual pass rates in English (Not failing): Winters Elem: 83% WMS: 91% WHS: 90.8%</p> <p>c) Actual pass rates in Math (Not failing): Winters Elem: 83% WMS: 91% WHS: 84.2%</p>

	<p>d) Increase college readiness: A-G and/or CTE completion (ALL) Increase rate of A-G completers by 3%. Increase CTE completers by 3%.</p> <p>e) Improve English Language Development ELs (AMOA 1) (ELs) Increase percent growing +1 level/year by 2% (to state target)</p> <p>f) Improve EL reclassification rated (RFEP) (ELs) EL's: Increase by 2% LTEL's by 4%</p> <p>g) Improve AP exam pass (score of ≥ 3) (ALL) (<u>Winters High</u>) Increase number of students with qual score by 3%</p> <p>h) Increase college readiness: EAP indicator of college readiness after grade 11 Increase number of "ready" students in ELA and Math by 3%</p> <p>i) Increase pass rates on: (Elementary and Middle) Establish GPA baselines in each subject area English Math Soc Sci Sci</p>	<p>d) 2014 A-G completed was 36% in 2014 compared to 28% in 2013. 2014 Completion of CTE Pathway was 44% in 2014 compared to 38% in 2013.</p> <p>e) District saw a decrease of proficiency from 63% in 2013 to 60% in 2014.</p> <p>f) % of EL students re-designated: Winters Elementary: 12-13: 2% 13-14: 10% Winters MS: 12-13: 18% 13-14: 17% Winters HS: 12-13: 3% 13-14: 16%</p> <p>% of EL students making progress in learning English: Winters Elementary: 12-13: 62% 13-14: 58% Winters MS: 12-13: 60% 13-14: 67% Winters HS: 12-13: 77% 13-14: 53%</p> <p>g) District saw a decrease from 73% passed in 2013 to 70% in 2014</p> <p>h) In 2013 47% of students were ready or conditionally ready. The district saw a decrease in 2014 to 32% ready or conditionally ready.</p> <p>i) Data not fully collected/complete</p> <p>% of students scoring proficient and above on CST Science: Winters Elementary: 12-13: 52% 13-14: 46% Winters MS: 12-13: 71% 13-14: 88%</p>
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	Arts PE CTE j) Increase pass rates on: (Winters High) Establish GPA baselines in each subject area English Math Soc Sci Sci Arts PE CTE		i) Actual Spanish reading pass rates for DBE students establishing baseline (Average of K-4 pass rates): 81% j) English – 86% Math – 84% Science – 90% Social Science – 88% Arts – 89% PE – 93% CTE – 94%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1a Improved reading through K-12 use of Accelerated Reader (Priority 4) a K-12 use of Accelerated Reader 1.1b Additional site block grant for all students (Priority 1)	1.1a \$15,000 1.1b \$50,000	1.1a Accelerated Reader was used across our district K-12. Winters High School and Wolfskill did not have the “Star” portion of Accelerated Reader, we do not have data for 9-12 grades. Winters Elementary and Winters Middle School both used the “Star” and had reports every 6 weeks. Baselines will be established from these reports. 1.1b Block grants for each site went to a variety of discretionary reasons to provide supports and opportunities for all students WES- Instructional Materials, Supplies, Translation, Child care, Extra Duty (Instructional Aides), Supplemental ELA curriculum	1.1a \$15,209 Supp/Conc LCFF Object 5800 #1000-5899 1.1b \$50,000 Supp/Conc LCFF Object

<p>1.1c Staffing for DBE - Developmental Bilingual Education (Priority 4, 7, 8) WINTERS ELEMENTARTY</p>	<p>1.1c \$380,852</p>	<p>WMS- Instructional Materials, Art/ Music, Renaissance Learning, Professional Development, Afterschool Intervention, Communication, Supplies WHS-Misc supplies, postage, printing, translations, Chromebooks, chrome books cards, class supplies) Wolfskill- instructional materials for students.</p>	<p>1.1c \$380,852 Supp/Conc LCFF Object #1000-3999</p>												
<p>1.1d ELD staffing – 0.67 FTE WMS 0.33 FTE WHS 0.17 FTE Wolfskill (Priority 4, 7, 8)</p>	<p>1.1d \$59,952 \$29,291 \$10,301</p>	<p>1.1c At Waggoner (Winters Elementary School) we allotted 4.0 FTE or one teacher each at Kinder, 1st, 2nd and 3rd. At Rominger we allotted 2.0 FTE for 4th and 5th grades.</p>	<p>1.1d \$59,952 \$29,291 \$10,301 Supp/Conc LCFF Object #1000-3999</p>												
<p>1.1e Summer school</p>	<p>1.1e \$25,000</p>	<p>1.1d ELD staffing – 0.67 FTE WMS 0.33 FTE WHS 0.17 FTE Wolfskill HS Taught ELD classes as mandated by law to students not yet reclassified.</p> <p>1.1e Summer school enrollment (K-12):</p> <table border="1" data-bbox="1039 1291 1575 1401"> <thead> <tr> <th>Grade</th> <th>Enrollment</th> <th>SPED</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>11</td> <td></td> <td>10</td> </tr> <tr> <td>1st</td> <td>14</td> <td>1</td> <td>11</td> </tr> </tbody> </table>	Grade	Enrollment	SPED	ELL	K	11		10	1 st	14	1	11	<p>1.1e \$25,000 Supp/Conc LCFF Object #1000-5999</p>
Grade	Enrollment	SPED	ELL												
K	11		10												
1 st	14	1	11												

<p>1.1f Increase before and after school services (Priority 4 and 8)</p>	<p>1.1f \$10,000</p>	<table border="1"> <tr> <td>2nd</td> <td>11</td> <td>6</td> <td>8</td> </tr> <tr> <td>3rd</td> <td>18</td> <td>1</td> <td>17</td> </tr> <tr> <td>4th</td> <td>13</td> <td>1</td> <td>9</td> </tr> <tr> <td>5th</td> <td>16</td> <td>1</td> <td>13</td> </tr> <tr> <td>6th</td> <td>15</td> <td></td> <td>4</td> </tr> <tr> <td>7th</td> <td>16</td> <td>2</td> <td>7</td> </tr> <tr> <td colspan="4" style="text-align: center;"><u>CAHSEE Academy</u></td> </tr> <tr> <td>Grade</td> <td>Enrollment</td> <td>SPED</td> <td>ELL</td> </tr> <tr> <td>8th</td> <td>6</td> <td>3</td> <td>4</td> </tr> <tr> <td>9th</td> <td>3</td> <td>2</td> <td>2</td> </tr> <tr> <td>10th</td> <td>9</td> <td>4</td> <td>5</td> </tr> <tr> <td>11th</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>12th</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td colspan="4" style="text-align: center;"><u>WHS Summer Remediation Program</u></td> </tr> <tr> <td>Grade</td> <td>Enrollment</td> <td>SPED</td> <td>ELL</td> </tr> <tr> <td>9th</td> <td>21</td> <td>0</td> <td>5</td> </tr> <tr> <td>10th</td> <td>11</td> <td>6</td> <td>5</td> </tr> <tr> <td>11th</td> <td>6</td> <td>0</td> <td>0</td> </tr> <tr> <td>12th</td> <td>4</td> <td>0</td> <td>0</td> </tr> </table> <p>1.1f <u>Winters Elementary</u> provided a late bus on Monday, Tuesday and Thursday afternoons so that students not meeting reading benchmarks in DBE program could access a tutoring program. This late bus also benefited other students who participated in Migrant Ed Tutoring, Running Club, Drama Club and other intervention programs.</p> <p><u>Winters Middle School</u> provided a late bus so that students could access "Homework Club." \$1,100 Supp/Conc LCFF Object #5720</p>	2 nd	11	6	8	3 rd	18	1	17	4 th	13	1	9	5 th	16	1	13	6 th	15		4	7 th	16	2	7	<u>CAHSEE Academy</u>				Grade	Enrollment	SPED	ELL	8 th	6	3	4	9 th	3	2	2	10 th	9	4	5	11 th	1	0	1	12 th	0	0	0	<u>WHS Summer Remediation Program</u>				Grade	Enrollment	SPED	ELL	9 th	21	0	5	10 th	11	6	5	11 th	6	0	0	12 th	4	0	0	<p>1.1f \$10,000 Supp/Conc LCFF Object #1000-5999</p>
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<p>1.1g Adding 0.20 FTE “Behaviorist” to consult with teachers for most difficult students (Priority 4 and 8)</p>	<p>1.1g \$20,000</p>	<p><u>Winters High School</u> did not provide an after school program in 2014/15.</p> <p><u>Wolfskill High School</u> provided remediation and tutoring, as well as clerical support for work permits and counseling support after school on Tuesdays and Wednesdays.</p> <p>1.1g We contracted with YCOE to obtain a 0.20 FTE “Behaviorist” to consult with teachers, attend IEPs, and assist teachers with strategies to work with our most challenging students.</p>	<p>1.1g \$20,000 Supp/Conc LCFF Object #5800</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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 state priorities have changed for 2015/16, 2016/17, and 2017/18 to align with expected measurable outcomes. District changed Goal #1 to match the current goals for students. Priority 1 is being dropped for Goal #1.</p> <p>1.1c Due to the graduating cohort of 4th grade DBE students we will be adding a 1.0 FTE DBE teacher at the 5th grade. Also, because of anticipate waiver requests in kindergarten we are anticipating two sections of DBE classrooms (this is an additional 1.0 FTE DBE over the LCAP original plan).</p>	

<p>Original GOAL from</p>	<p>Establish Conditions of Learning to implement CCSS, maintain facilities, train and retain staff, and offer broad course access.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___</p>
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prior year LCAP:			COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA-wide		
Expected Annual Measurable Outcomes:	<p>Applicable Pupil Subgroups: All</p> <p>All students will have sufficient instructional materials as noted in the Williams report for each site.</p> <p>All of our math teachers will be afforded an opportunity to participate in professional development in Common Core State Standards in mathematics.</p> <p>All of our ELA teachers will be afforded an opportunity to participate in professional development in Common Core State Standards in English language arts.</p> <p>All ELD teachers will be afforded an opportunity to participate in professional development in Common Core State Standards in ELD</p> <ul style="list-style-type: none"> a. Need for CCSS aligned instructional materials b. Need to do PD in support of our EL students so that teachers know how to support them accessing the CCSS (EL, Low Socio-economic) c. Need additional instructional materials for EL's (EL, Low Socio-economic) d. Improve facilities—Metric used FIT report e. Qualified Staff-Teacher Credentialing Audit (All) 	Actual Annual Measurable Outcomes:	<p>As noted in the Williams reports for each school site, 100% of our students had sufficient instructional materials (Priority 1)</p> <p>39 teachers participated in CCSS math PD (Priority 2)</p> <p>73 teachers participated in CCSS ELA PD (Priority 2)</p> <p>45 teachers participated in CCSS ELD PD (Priority 2)</p> <ul style="list-style-type: none"> a. CCSS materials purchased for secondary math for 2015/16 school year. (Priority 1) b. This is an item that will need additional consideration and planning in the future. Aligning the EL Master Plan and PD.(Priority 2) c. Purchased avenues literacy material for Waggoner and Rominger. Purchased Como te Va middle school. (Priority 2) d. Have hired new Director of Facilities to assure all metrics for improved facilities will

	<ul style="list-style-type: none"> f. Not all teachers hold clear credentials (All) g. Number of sections of ROP/CTE Courses h. Greater access to field of engineering Project Lead the Way i. Broad access to math, ELA, Sci, Soc Sci, foreign language, art, music, and PE 		<ul style="list-style-type: none"> be utilized.(Priority 1) e. WHS – 96.8% WMS – 100% WES – 100% and Wolkskill – 100%(Priority 1) f. 91% teachers have clear credential g. 22 for the 2015/16 school year (Agriculture, Culinary, Engineering, and Project Lead the Way)(Priority 7) h. New Principles of engineering course scheduled and planned for 2015/16 school year and all freshman take Introduction to Engineering Design.(Priority 7) i. Course work and sections expanded to broaden access. (Priority 7)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.2a Provide funds for purchase of CCSS aligned materials	1.2a \$75,000	1.2a Common Core State Standard math textbooks (Houghton Mifflin “Big Ideas”) were piloted, board approved and ordered for Winters Middle School in June 2015. Common Core State Standards math textbooks were piloted, board approved and ordered (Carnegie Math) for Winters HS July 2015. The original plan was for WHS to purchase the math books in 2014/15 but the adoption occurred late in the year.	1.2a \$45,000 Base grant LCFF Object #4XXX
1.2b Provide “Illuminate” for teachers and administration to use to analyze student data and to provide a way to report to our Board of Trustees and community	1.2b \$12,750	1.2b Provided “Illuminate” for data analysis that was used by teachers and administration. Teachers input data and both teachers and admin can access the data to provide starting points for dialogue	1.2b \$12,750 Base grant LCFF

		<p>between them Data based conversations lead to reflection on teaching practices and thus provide support for students' learning. Data can also be shared with stakeholders to monitor student achievement. Ultimately this will provide the tool to quickly and easily monitor LCAP data from year-to-year, particularly after the state has determined the metrics to be used.</p>	Object#5800
1.2c Pursue facility improvement funding	1.2c \$0	1.2c Plans were begun to make improvements. Geotechnical and site surveys were complete for all campuses as required for site work.	1.2c \$453K Bond fund #21 Object #5000-6999
1.2d Contribution to restricted maintenance	1.2d 280,000	1.2d The District estimates the contribution towards the Restricted Routine Maintenance Account (RMA) will be \$280,000 to pay for all of the maintenance staff salaries and benefits. In addition, this contribution will cover the cost of supplies, repairs and services for the maintenance of all of the school sites and departments in the District.	1.2d \$280,000 Base grant LCFF Resource #8150 Object #2000-7699
1.2e Train and retain staff through maintenance of BTSA	1.2e \$30,000	1.2e Four teachers were eligible for BTSA and participated in the induction program. Two teachers graduated from the program.	1.2e \$19,583 Base grant LCFF Object #1100-5800
1.2f Funding for school sites for operational costs (supplies, copiers, postage, etc.)	1.2f \$182,716	1.2f Funded school site operational costs (supplies, copiers, postage, etc.)	1.2f \$182,716 Base grant LCFF Object #1000-5999

1.2g Funding to cover STRS contribution	1.2g \$80,721	1.2g Funded STRS contribution for all 90 FTE of certificated teachers (WAEA), support staff (WAPPSU) and administration.	1.2g \$40,000 Base grant LCFF Object #31XX
1.2h Funding to cover PERS contribution	1.2h \$0	1.2h Funded PERS contribution for all 73 FTE of classified employees including CSEA, supervisory/confidential and CBO.	1.2h \$0
1.2i Utilities, PG&E, water, garbage & phone	1.2i \$450,000	1.2i Utilities, PG&E, water, garbage & phone	1.2i \$440,000 Base grant LCFF Object #5500-5900
1.2j Additional block grants for each site	1.2j \$50,000	1.2j Additional block grants for each site WES- Instructional Materials, Supplies, Translation, Child care, Extra Duty (Instructional Aides), Supplemental ELA curriculum WMS- Instructional Materials, Art/ Music, Renaissance Learning, Professional Development, Afterschool Intervention, Communication, Supplies WHS – Misc supplies, increase in postage, printing, Translation services, instructional supplies. Wolfskill – instructional materials for students.	1.2j \$50,000 Supp/Conc LCFF Object #1000-5999
1.2k School2Home program for 6 th , 7 th and 8 th grade students in consecutive years of roll out	1.2k \$45,800	1.2k School2Home program for 6 th grade was rolled out as planned in year one (14-15). This was a one-to-one initiative of Chromebooks for each student, and a required parent education component.	1.2k \$45,800 Supp/Conc LCFF Object #1000-5999
1.2l Increase student access to technology	1.2l \$0	1.2l No budget allocation for technology was included in the 14-15 year, but rather in years 2	1.2l \$0

1.2m Instructional materials, consumables and textbooks in Spanish and English and EL support as determined by Director of Ed Services	1.2m \$40,000	and 3 in the original LCAP plan. 1.2m Purchased instructional materials, consumables and textbooks in Spanish and English for DBE (K-4) and TBE (6-8).	1.2m \$40,000 Supp/Conc LCFF Object #4XXX
1.2n Maintain Voc Ag Incentive grant	1.2n \$13,000	1.2n The Voc Ag Incentive grant was fully funded. When the LCAP was approved we understood that the Governor had planned to eliminate the fund. Funds were used to purchase an Ag program truck.	1.2n \$13,000 Supp/Conc LCFF Object #6400
1.2o Employ certificated teachers to offer access to ROP/CTE classes	1.2o \$90,560	1.2o Employed 1.33 FTE certificated teachers offering 1.16 FTE at Winters HS and 0.17 FTE at Wolfskill HS. <u>Winter HS offerings include:</u> Advanced Ag Mechanics (2 sections) Ag Construction (planned for 2015-2016) Ag Practices (1 section) Floral (1 section) Culinary Essentials (2 sections) Yearbook/Student Government (1 section) <u>Wolfskill HS offering include:</u> Gardening (1 section)	1.2o \$92,757 Supp/Conc LCFF Object #1100-3601
1.2p Maintain CTE/ROP materials and supply budgets	1.2p \$7,000	1.2p Maintain CTE/ROP materials and supply budgets	1.2p \$7,000 Supp/Conc

				LCFF Object #4XXX
Scope of service:	LEA-wide		Scope of service:	LEA-Wide
<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>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 state priorities have changed for 2015/16, 2016/17, and 2017/18 to align with expected measurable outcomes. District changed Goal #2 to match the current goals related to fostering the conditions of learning to promote student success.</p> <p>1.2c At this time the District is not anticipating any GO Bond Hardship Funding (which was included in the LCAP Year 3, 2016/17 budget last year).</p> <p>1.2d Increase contribution to the restricted maintenance account to equal 3% of general fund expenditures for 2015 – 2018.</p> <p>1.2g The 2015-18 LCAP has been updated to reflect the amount for the employer STRS contributions based on current projected costs.</p> <p>1.2h The employer contribution to PERS will increase annually as dictated by the state and by each year’s unique number of FTE.</p> <p>1.2k Through the LCAP Advisory Committee there was an additional allocation to School2Home to speed up, and complete, the implementation of 1-to-1 technology at Winters Middle School.</p> <p>1.2l An additional 26K in expenditures will be allocated for increased technology access for our students beginning in the 2015-2016 school year.</p> <p>1.2n The Ag Incentive Grant dollars will be used in a discretionary fashion for the 2015-2016 school year.</p>		

1.2o There will be an additional ROP/CTE class offered in 2015-2016, specifically one section of Ag Construction.

1.2p The scope of the \$15M Bond projects has been updated and the estimated expenditures in 2015-18 have been revised.

The District has added the following positions in the 2015/16-2017/18 LCAP: 0.50 FTE Instructional Coach at WHS, 0.33 FTE Music Teacher grades K-3, 1.0 FTE Director of Facilities, Maintenance & Operations, 1.0 FTE Custodian, 1.0 FTE Grounds/Maintenance, 0.35 FTE Library Technician. In addition, the District has increased the resources technology in the classroom and for the DBE and Special Education Programs.

Original GOAL from prior year LCAP:	Actively engage parents and students to promote school attendance, a positive school climate, and increase involvement in the school community		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_x 6_X 7_x 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	LEA – Wide	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	
	a. Need increased parent involvement— Metric number attending Site Council, ELAC, DELAC, and LCAP Advisory Committee b. Need to eliminate chronic absenteeism— Metric used chronic absentees Increase number of students participating in VAPA	Actual Annual Measurable Outcomes:	a. Did not collect complete data. Need to create baseline in 2015/16 b. Need to establish baseline in 2015/16 Actual enrollment: WMS Choir 13-14: 29 14-15: 31 WMS Beginning Band 13-14: 37 14-15: 28 WMS Beginning Guitar 13-14: 36 14-15: 20 WMS Int Band 13-14: 38 14-15: 35 WHS Beginning Guitar 13-14: 24 14-15: 10 WHS Choir 13-14: 10 14-15: 18

	<p>c. Improved attendance rate</p> <p>d. Increase graduation rate (all)</p> <p>e. Reduced middle school dropout rate</p> <p>Reduced high school dropout rate</p> <p>f. Reduce the suspension and expulsion rate as a percentage of enrolled students</p> <p>g. Improve feeling of safety and school connectedness—Metric CHKS</p>	<table border="0"> <tr> <td>WHS Concert Band</td> <td>13-14: 20</td> <td>14-15: 33</td> </tr> <tr> <td>WMS Ceramics</td> <td>13-14: 28</td> <td>14-15: 26</td> </tr> <tr> <td>WMS Art</td> <td>13-14: 111</td> <td>14-15: 116</td> </tr> <tr> <td>WMS Drama</td> <td>13-14: 30</td> <td>14-15: 30</td> </tr> <tr> <td>WHS Art I</td> <td>13-14: 61</td> <td>14-15: 66</td> </tr> <tr> <td>WHS Art II</td> <td>13-14: 28</td> <td>14-15: 25</td> </tr> <tr> <td>WHS Art III</td> <td>13-14: 7</td> <td>14-15: 9</td> </tr> <tr> <td>Art AP</td> <td>13-14: 11</td> <td>14-15: 22</td> </tr> <tr> <td>Ceramics</td> <td>13-14: 59</td> <td>14-15: 56</td> </tr> </table> <p>c.</p> <p>Actual annual attendance rate:</p> <p>Waggoner 13/14: 95.52% 14/15: 95.28%</p> <p>Rominger 13/14: 96.25% 14/15: 95.73%</p> <p>WMS 13/14: 96.11% 14/15: 95.74%</p> <p>WHS 13/14: 95.68% 14/15: 94.85%</p> <p>Wolfskill 13/14: 86.02% 14/15: 87.10%</p> <p>d. 2014 graduation rate 83% considered baseline.</p> <p>e. Middle school dropout rate 0% (Priority 5)</p> <p>High school dropout rate for 2014 9% (Priority 5)</p> <p>f. Actual suspension and expulsion rates as a percentage of enrolled students: (Priority 6)</p> <p>Waggoner 12/13: 3%</p> <p>WMS 12/13: 11%</p> <p>WHS 12/13: 9%</p> <p>g. Need to establish baseline in 2015/16 (Priority 6)</p>	WHS Concert Band	13-14: 20	14-15: 33	WMS Ceramics	13-14: 28	14-15: 26	WMS Art	13-14: 111	14-15: 116	WMS Drama	13-14: 30	14-15: 30	WHS Art I	13-14: 61	14-15: 66	WHS Art II	13-14: 28	14-15: 25	WHS Art III	13-14: 7	14-15: 9	Art AP	13-14: 11	14-15: 22	Ceramics	13-14: 59	14-15: 56
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LCAP Year: 2014-15																													
Planned Actions/Services	Actual Actions/Services																												

	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.3a Music budgets to support District programs grades 4-12	1.3a \$4,000	1.3a Added music budgets to support District programs grades 4-12. SRIS – 4 th grade 118 and 5 th grade 122 WMS – Choir 31, Beg Guitar 21, Band 62 (2 sec) WHS – Beg Guitar 10, Choir 18, Concert Choir 32	1.3a \$4,000 Base grant LCFF Object #4XXX
1.3b Certificated activity stipends – sports, activities, PD, etc.	1.3b \$108,000	1.3b Provided activity stipends sports, Ag, music, and drama K-12	1.3b \$108,000 Base grant LCFF Object #1000-3999
1.3c Special education transportation	1.3c \$105,000	1.3c Provided transportation for all Special Education students. These transportation costs include busing students to programs in other Districts in the county.	1.3c \$105,000 Supp/Conc LCFF Object #2200-7310
1.3d Transportation targeting low income to provide access to school	1.3d \$50,000	1.3d Transported low income students to school Average number of students transported to school was 175 (estimate 123 low-income/EL).	1.3d \$50,000 Supp/Conc LCFF Object #2200-7310
1.3e Increase to nursing service	1.3e \$13,800	1.3e Increased nursing service 0.20 FTE due to higher population of students with health issues needing medical attention	1.3e \$13,800 Supp/Conc LCFF Object

<p>1.3f Addition of 0.375 FTE Library Clerk to increase access to library</p> <p>1.3g Plan to hire a Director of Ed Services – EL and Spec Ed</p> <p>1.3h Counselors were determined to be needed to support students at each school site.</p>	<p>1.3f \$12,000</p> <p>1.3g \$100,000</p> <p>1.3h \$252,969</p>	<p>1.3f Added a 0.375 FTE Library Clerk at WHS to increase access to library. This started late due to a need to define job description and get association approval.</p> <p>1.3g Hired a Director of Ed Services with an EL and Spec Ed focus, but also with some site support and oversight for a new first year principal.</p> <p>1.3h Retained 3.5 FTE counselors to support students. In the approved 14-15 LCAP, it was budgeted that the 0.40 FTE for Winters Elementary that used to be paid for with Title 1 funds, be paid for with LCAP funds. This is NOT an increase in service, simply an increase in expenditure from LCAP.</p>	<p>#1200-3999</p> <p>1.3f \$4,300 Supp/Conc LCFF Object #2000-3999</p> <p>1.3g \$100,000 Supp/Conc LCFF Object #1300-3999</p> <p>1.3h \$278,406 Supp/Conc LCFF Object #1200-3601</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p>Scope of service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</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 state priorities have changed for 2015/16, 2016/17, and 2017/18 to align with expected measurable outcomes. District changed Goal #3 to match the current goals for engaging all stakeholders. Priorities 7 & 8 are being dropped from Goal #3.</p>		

	<p>1.3a The music budgets across the district are to increase across the district so that music/band/choir teachers have more resources available for their programs.</p> <p>1.3e Following the final public hearing at the June 18 Board meeting, there was an additional 0.4 FTE of nursing service added beginning in the 2015-2016 school year.</p> <p>1.3f Due to input from the LCAP Advisory Committee an additional 0.35 FTE of Library Technician service for Rominger School, to increase the library hours, was included in the LCAP with service to start at the beginning of the 2015-2016 school year. The services provided by the Director of Ed Services will change with the elimination of the site responsibility piece, but what might be added has not been decided.</p> <p>1.3g The site responsibilities and site oversight of the newly hired Director of Ed Services will be eliminated in 2015-2016 as there was an additional 1.0 FTE Assistant Principal for Winters Elementary that was added through the LCAP Advisory Committee.</p> <p>1.3h Through LCAP Advisory Committee 0.40 FTE counseling that used to be paid with Title 1 funds from Winters Elementary will be covered through LCAP resources beginning in 2015-2016. The District identified new needs in this area and has added the following new expenditures in 2015/16-2017/18: 0.17 FTE Wolfskill teacher release time, 1.0 FTE Assistant Principal at WES, and resources for parent engagement and adult literacy. In addition, the District is recognizing the cost for smaller class sizes grades K-3.</p>
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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.

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, 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 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:	\$ <u>1,880,973</u>
<p>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 school wide and districtwide as our demographic is similar across schools and throughout the District.</p> <p>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 Educational Services with a focus on EL to support not only the successful implementation of DBE/TBE but also English Language Development classes across the District.</p> <p>Another example of how Winters JUSD uses Supplemental/Concentration monies to support our unduplicated students is by having smaller class sizes for all students (27/1). Having smaller class sizes District-wide allows the teachers to spend more individual time with those students who need the extra attention. Winter Joint Unified School District also continues to provide Home to School Transportation for all students because it is important to get the students to school each day so they can receive the educational opportunities that are available. The District also continues to offer counseling services for all sites and has increased the nursing support District-wide. Grades K-8 continue to have after school programs to give additional support to the at risk students as well as a 4 week summer school program. At Winters High School the ROP classes are still offered to all students.</p> <p>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</p>	

contributions.

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.

16.04	%
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Current year estimated supplemental and concentration grant funding is \$1,257,437 and \$1,879,259 projected in 2015-16. 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 the District. Part of the LCAP Supplemental/Concentration Grant funding is being used to support both the after school programs at all of the sites as well as offer a 4-week summer school program. Both of these programs are geared towards providing our low income, Foster Youth and EL students with increased instructional services beyond the regular school day and the regular school year. To demonstrate that the District is meeting our minimum proportionality requirement we can come the regular school day 295 minutes to the after school program 60 minutes to show that we are proving 20% more services for these identified students. In addition, the summer school program provides 10.5% more services for these designated students.

A significant percent 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 includes counselors, nurses and library staff.

The district further improved services to our English Learners through a focused implementation of an EL Master Plan, the creation of an oversight position or Director of Education Services with an EL and Special Education emphasis, as well as added budgets for materials and supplies specific to ELD and the continued implementation of DBE (Developmental Bilingual Education) program. Engagement of our parents of unduplicated students through programs like School2Home with its near 100% parent participation rate will be critical. The district is committed to qualitative improvement to program to meet needs of all students. Such things as instructional coaching, professional development (teachers and instructional supports) library/literacy support, nursing services, additional music support and program, technology both in training, tool (chromebooks), and infrastructure, readiness and cleanliness

of school facilities (includes all classrooms, grounds, etc.) are intended to make for a better learning experience for all students.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).