

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

Introduction:

LEA: Woodland Joint Unified School District Contact (Name, Title): Debra Calvin, Associate Superintendent LCAP Year: July 1, 2014 - June 30, 2017
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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. Consultation with Stakeholders</p> <p>School-level Consultations. Between February 4, 2014 and March 26, 2014, meetings of stakeholder groups were held in each of the district's fifteen schools. The number of such meetings varied by school site, from a minimum of three to a maximum of seven. A total of sixty-six site-level meetings took place. The groups involved in the meetings included the following, though the specifics varied from school to school:</p> <ul style="list-style-type: none"> ▪ School staff members - principal, faculty (including Special Education staff), 	<p>Impact on the Local Control and Accountability Plan (LCAP):</p> <p>1. Consultation with stakeholders</p> <p>A total of 1,075 comments and suggestions were received during the consultation process. A content analysis was performed in order to identify the underlying themes in the body of commentary, and classify the comments/ suggestions according to those themes. This material was presented to the Local Control and Accountability (LCAP) Community Stakeholder group, which prioritized the</p>

Involvement Process	Impact on LCAP
<p>Leadership Team, classified staff;</p> <ul style="list-style-type: none"> ▪ Parent advisory groups – School Site Council (SSC) which consists of parents from each of the major ethnic sub-groups White, African American, Hispanic and Asian, English Learner Advisory Committee (ELAC) which includes EL parents; ▪ Parents, including meetings to which all parents were invited and Parent Teacher Association (PTA) meetings. These meetings also include parents of Gifted and Talented Education (GATE) and Special Education program participants, parents of low income students (LI) and parents of English Learners (EL) which included parents from each major ethnic sub-groups- White, African American, Hispanic and Asian; ▪ Students at the high school level. <p>District-level Consultations. A total of fifteen meetings were held at the district level between February 3, 2014 and April 9, 2014. These meetings included the following (some groups met more than once):</p> <ul style="list-style-type: none"> ▪ District departments and standing committees – K-12 Curriculum and Instruction (including district office staff all site principals and Foster Youth representation), College and Career Articulation Team, Career Technical Education, Educational Services ▪ Administrative team – which included Foster Youth representation ▪ Employee bargaining units – Woodland Education Association, California School Employees Association (CSEA) chapter representatives ▪ Parent advisory groups – District English Learner Advisory Committee; Local Education Advisory (LEA) Committee which includes parents of Gifted and Talented Education (GATE) and Special Education program participants, parents of low income students (LI) and parents of English Learners (EL); Committee Budget Advisory Committee which includes community members; Key Communicators (a parent advisory group to the superintendent); the Local Control and Accountability Plan (LCAP) Community Stakeholder Committee (a committee of 32 stakeholder group representatives). Each of these committees consist of parents from each of the major ethnic sub-groups White, African American, Hispanic and Asian. ▪ Board of Trustees 	<p>themes within each of the eight state priority areas. The Educational Services directors and coordinators team then met to organize the high priority items around the state LCAP priority areas and the board goals, and estimate costs for each item in each year of the plan. This process ensured that the input from stakeholder groups was integral, not only to the planning process but to the content of the plan.</p> <p>Based on the notes from this series of meetings, a draft of the plan was written.</p> <p>2. Review and Comment</p> <p>The draft LCAP plan was presented for review and comment to the Local Control and Accountability (LCAP) Community Stakeholder Committee. Members of this group were given copies of the draft plan, the list of priorities that they had participated in developing, and a chart which shows the six goals of the Local Control and Accountability Plan, and how these relate to the state priority areas. The members of the committee worked in small role-alike groups to discuss the draft plan and list the aspects of the plan that they felt positive about and the areas in which they have questions. They also provided input regarding the needs of the groups that they represent and how the draft LCAP might be revised to meet the identified needs. This input was collected and organized by goal areas and by stakeholder group providing the input. This feedback informed a second draft of the plan. The Superintendent responded in writing on May 22, 2014 to the feedback given by the committee.</p> <p>The feedback from the public meeting was analyzed in a similar way and incorporated into the final draft of the plan. The superintendent will respond in writing by June 20, 2014 to the suggestions made in this meeting. The final draft will be submitted to the Board of Trustees for adoption in conjunction with the district's budget.</p>

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<p>District Level Local Control and Accountability Plan (LCAP Input Meetings)</p> <table border="1" data-bbox="180 391 1052 1024"> <thead> <tr> <th data-bbox="180 391 296 423">Date</th> <th data-bbox="304 391 1052 423">Group</th> </tr> </thead> <tbody> <tr> <td data-bbox="180 430 296 462">2/3/14</td> <td data-bbox="304 430 1052 462">District English Learner Advisory Committee (DELAC)</td> </tr> <tr> <td data-bbox="180 469 296 518">2/11/14</td> <td data-bbox="304 469 1052 518">Curriculum and Instruction K-12 (C & I) , which includes Foster Youth representation</td> </tr> <tr> <td data-bbox="180 524 296 557">2/11/14</td> <td data-bbox="304 524 1052 557">Budget Advisory Committee (BAC)</td> </tr> <tr> <td data-bbox="180 563 296 596">2/12/14</td> <td data-bbox="304 563 1052 596">College and Career Articulation Team (CCAT)</td> </tr> <tr> <td data-bbox="180 602 296 634">2/18/14</td> <td data-bbox="304 602 1052 634">Woodland Education Association (WEA) Representative Council</td> </tr> <tr> <td data-bbox="180 641 296 673">2/19/14</td> <td data-bbox="304 641 1052 673">California Schools Employees Association (CSEA) Chapter</td> </tr> <tr> <td data-bbox="180 680 296 777">2/26/14</td> <td data-bbox="304 680 1052 777">Local Education Agency (LEA) Committee, which includes parents of Gifted and Talented Education (GATE) and Special Education program participants, parents of low income students (LI) and parents of English Learners (EL)</td> </tr> <tr> <td data-bbox="180 784 296 816">2/27/14</td> <td data-bbox="304 784 1052 816">WJUSD Board of Trustees Meeting</td> </tr> <tr> <td data-bbox="180 823 296 855">3/3/14</td> <td data-bbox="304 823 1052 855">Career Technical Education (CTE)</td> </tr> <tr> <td data-bbox="180 862 296 894">3/3/14</td> <td data-bbox="304 862 1052 894">District English Learner Advisory Committee (DELAC)</td> </tr> <tr> <td data-bbox="180 901 296 933">3/5/14</td> <td data-bbox="304 901 1052 933">Key Communicators</td> </tr> <tr> <td data-bbox="180 940 296 972">3/6/14</td> <td data-bbox="304 940 1052 972">Woodland Education Association (WEA) Negotiations Team</td> </tr> <tr> <td data-bbox="180 979 296 1011">3/25/14</td> <td data-bbox="304 979 1052 1011">LCAP Community Stakeholder Committee (Input meeting)</td> </tr> <tr> <td data-bbox="180 1018 296 1050">4/9/14</td> <td data-bbox="304 1018 1052 1050">LCAP Community Stakeholder Committee (prioritization meeting)</td> </tr> <tr> <td data-bbox="180 1057 296 1089">4/11/14</td> <td data-bbox="304 1057 1052 1089">Educational Services Directors and Coordinators</td> </tr> </tbody> </table> <p data-bbox="155 1057 1066 1154">On-Line Survey Form. A survey was posted on the district Web site in order to allow comments from any member of the public. A total of 56 people, including teachers, students, parents and community members, responded.</p> <p data-bbox="155 1187 1066 1430">Information Provided to Stakeholders to Inform the Local Control and Accountability Plan (LCAP) Goal Setting Process. The district developed a PowerPoint presentation that reviewed the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) legislation, gave information on the state priorities and the Local Control and Accountability Plan (LCAP) planning process, and provided background information on district performance and needs. This information was made available at each school site for use during its meetings, and at all district meetings as well. A set of forms was also developed</p>	Date	Group	2/3/14	District English Learner Advisory Committee (DELAC)	2/11/14	Curriculum and Instruction K-12 (C & I) , which includes Foster Youth representation	2/11/14	Budget Advisory Committee (BAC)	2/12/14	College and Career Articulation Team (CCAT)	2/18/14	Woodland Education Association (WEA) Representative Council	2/19/14	California Schools Employees Association (CSEA) Chapter	2/26/14	Local Education Agency (LEA) Committee, which includes parents of Gifted and Talented Education (GATE) and Special Education program participants, parents of low income students (LI) and parents of English Learners (EL)	2/27/14	WJUSD Board of Trustees Meeting	3/3/14	Career Technical Education (CTE)	3/3/14	District English Learner Advisory Committee (DELAC)	3/5/14	Key Communicators	3/6/14	Woodland Education Association (WEA) Negotiations Team	3/25/14	LCAP Community Stakeholder Committee (Input meeting)	4/9/14	LCAP Community Stakeholder Committee (prioritization meeting)	4/11/14	Educational Services Directors and Coordinators	
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<p>to guide discussions and for recording of notes/input at each meeting.</p> <p>2. Review and Comment</p> <p>The draft Local Control and Accountability (LCAP) plan was presented for review and comment to a combined group of stakeholders. The members of this stakeholder group included parents of students who qualify for Gifted and Talented Education (GATE) and Students with Disabilities (SWD) programs, parents of low income students (LI) and parents of English Learners (EL). The stakeholder group members were also representative of the demographics of our student population including the following ethnic sub-groups: White, African American, Hispanic and Asian. In addition, the following groups were represented on the committee: District English Learner Advisory Committee, Key Communicators, Budget Advisory Committee, students, the California School Employees Association, the Woodland Educators Association, site principals, and central office staff. The superintendent will respond to this group’s comments in writing. This committee, which is named the Local Control and Accountability Plan (LCAP) Community Stakeholder Committee, met twice before the writing of the draft plan to give input, review the input that was gathered from the extensive set of meetings and survey responses, and set priorities for the Local Control and Accountability Plan (LCAP). These meetings were summarized above. The first draft was shared with this group on April 30, 2014 for the purpose of gathering comments and suggestions.</p> <p>A public review and comment session was held on June 12, 2014.</p>	

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Need: In order to ensure that students master the Common Core State Standards (CCSS) & Next Generation Science Standards (CA-NGSS) and are college and career ready, there is a need to:</p> <p>1.1 Implement an articulated educational program based on three themes: development of 21st century skills, literacy across the curriculum, and an emphasis on inquiry and collaboration.</p> <p>1.2 Provide differentiated instructional programs to support the development of students with varying needs and interests.</p> <p>1.3 Increase students' access to a broad course of study.</p>	<p>Goal 1: Ensure that students master the Common Core State Standards (CCSS) & Next Generation Science Standards (CA-NGSS) and are college and career ready.</p>	ALL	ALL	<p>1.1 Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards and the Next Generation Science Standards (CA-NGSS) according to the district's Three Year Common Core Implementation Plan.</p> <p>▪ Unit Study Guides (USG) will be developed and implemented in schools during 2014-15 year.</p>	<p>1.1 Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards and the Next Generation Science Standards (CA-NGSS) according to the district's Three Year Common Core Implementation Plan.</p> <p>▪ Unit Study Guides (USG) will be developed and implemented in schools during 2015-16 year.</p>	<p>1.1 Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS), California English Language Development Standards and the Next Generation Science Standards (CA-NGSS) according to the district's Three Year Common Core Implementation Plan.</p> <p>▪ Unit Study Guides (USG) will be developed and implemented in schools during 2016-17.</p>	<p>State: 1) Basic; 2) Implementation of State Standards; 7) Course Access; 4) Pupil Achievement; 5) Pupil Engagement</p> <p>Local: Board Goals:1,2</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>1.4 Increase the percentage of teachers that are Highly Qualified from the 2013-14 baseline of 97.7% HQT.</p> <p>1.5 Provide sufficient standards-aligned instructional materials for all students district-wide.</p> <p>Identified Metric:</p> <p>1.1 Teacher & administrator surveys; on-site audits of program implementation; inventory of Standards-aligned Unit Study Guides developed and in use.</p> <p>1.2 The Smarter Balanced Assessments; District benchmark assessments in English language arts/literacy, math and elementary keyboarding; the Academic Performance Index (API); students completing A-G courses or Career Technical Education (CTE) sequences/programs; students demonstrating college preparedness through the Early</p>				<ul style="list-style-type: none"> ▪ Unit Study Guides that are developed will be calibrated and evaluated before they are made available for use districtwide. The evaluation process will include a determination of the extent to which the unit promotes access to a broad course of study for underrepresented student sub-groups. ▪ School/classroom program Implementation data will indicate increasing implementation of Common Core State Standards (CCSS), California English 	<ul style="list-style-type: none"> ▪ Unit Study Guides that are developed will be calibrated and evaluated before they are made available for use districtwide. The evaluation process will include a determination of the extent to which the unit promotes access to a broad course of study for underrepresented student sub-groups. ▪ School/classroom program Implementation data will indicate increasing implementation of Common Core State Standards (CCSS), California English 	<ul style="list-style-type: none"> ▪ Unit Study Guides that are developed will be calibrated and evaluated before they are made available for use districtwide. The evaluation process will include a determination of the extent to which the unit promotes access to a broad course of study for underrepresented student sub-groups. ▪ School/classroom program Implementation data will indicate increasing implementation of Common Core State Standards (CCSS), California English 		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Assessment Program (EAP) which assesses students for college-readiness in grade 11 of high school.</p> <p>1.3 Increase in College Prep enrollment and a decrease in Strategic classes</p> <p>1.4 Staff lists of teachers who are not Highly Qualified and lists of miss-assignments.</p> <p>1.5 Sufficiency of standards-aligned materials</p>				<p>Language Development Standards and the Next Generation Science Standards (CA-NGSS) from the 2013-14 baseline.</p> <ul style="list-style-type: none"> ▪ Student performance targets in math, English language arts and science on the California Assessment of Student Performance and Progress (CAASPP) assessments in 2014-15 will establish baselines for future academic performance growth expectations. ▪ Student performance targets, monitored 	<p>Language Development Standards and the Next Generation Science Standards (CA-NGSS) from the 2014-15.</p> <ul style="list-style-type: none"> ▪ Student performance in math, English language arts and science on the California Assessment of Student Performance and Progress (CAASPP) assessments in 2015-16 to be determined based on 2014-15 baselines. ▪ Student performance targets, monitored by sub-groups in math and English language arts on district 	<p>Language Development Standards and the Next Generation Science Standards (CA-NGSS) from 2015-16 results.</p> <ul style="list-style-type: none"> ▪ Student performance targets in math, English language arts and science on the California Assessment of Student Performance and Progress (CAASPP) in 2016-17 to be determined based on 2014-15 baselines. ▪ Student performance targets, monitored by sub-groups in math and English language arts/literacy on 		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					<p>by sub-group in math and English language arts/literacy on 2014-15 district benchmark assessments that are aligned to the Common Core State Standards (CCSS) will establish baselines for future academic progress expectations.</p> <ul style="list-style-type: none"> ▪ District and schools will meet or exceed Academic Performance Index (API) targets when they are established. <p>1.2 The percentage of students demonstrating college and career readiness (A-G</p>	<p>benchmark assessments that are aligned to the Common Core State Standards (CCSS) in 2015-16 will be determined based on 2014-15 baselines.</p> <ul style="list-style-type: none"> ▪ District and schools will meet or exceed Academic Performance Index (API) targets when they are established. <p>1.2 The percentage of students demonstrating college and career readiness (A-G requirements, Early Assessment Program results, Career Technical Education completion) will</p>	<p>district benchmark assessments that are aligned to the Common Core State Standards (CCSS) in 2015-16 will be determined based on 2014-15 baselines.</p> <ul style="list-style-type: none"> ▪ District and schools will meet or exceed Academic Performance Index (API) targets when they are established. <p>1.2 The percentage of students demonstrating college and career readiness (A-G requirements, Early Assessment Program results, Career Technical Education</p>	

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					<p>requirements, Early Assessment Program results, Career Technical Education completion) will increase by 3% from the 2013-14 percentage.</p> <p>1.3 A baseline will be established for the percent of 9th grade students completing all unit requirements toward graduation and/or A to G eligibility by the end of their freshman year.</p> <p>1.4 The percentage of teachers who are not Highly Qualified will decrease to 1.5%.</p> <p>1.5 Sufficiency of standards-aligned</p>	<p>increase by 2.5% from the 2014-15.</p> <p>1.3 The percent of 9th grade students completing all unit requirements toward graduation and/or A to G eligibility by the end of their freshman year will increase by 5% from the baseline established in 2014/15 baseline.</p> <p>1.4 The percent of teachers who are not Highly Qualified will decrease to 1%.</p> <p>1.5 Sufficiency of standards-aligned materials will be maintained in mathematics and continued to be addressed by</p>	<p>completion) will increase by 2% from the 2015-16 percentage.</p> <p>1.3 The percent of 9th grade students completing all unit requirements toward graduation and/or A to G eligibility by the end of their freshman year will increase by 4% from the percent in 2015/16.</p> <p>1.4 The percent of teachers who are not Highly Qualified will be maintained at less than 1% and the number of misassigned teachers will remain minimal.</p> <p>1.5 Sufficiency of</p>	

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					materials will be addressed by adopting new mathematics materials for 9-12 grades.	adopting new K/12 English Language Arts/English Language Development materials.	standards-aligned materials will be maintained in mathematics and K/12 English Language Arts/English Language Development materials and will be addressed according to the State materials adoption cycle.	
<p>Identified Need:</p> <p>In order to eliminate disproportionalities in the engagement of students in school programs and activities there is a need to:</p> <p>2.1 Reduce the percentage of suspensions (including in-house suspensions). The total # of Suspensions in 2012-13 was 1792 (1527 out of school suspensions and 265 in school suspensions). By subgroup, Hispanic students account for 67.7% of suspensions, American</p>	<p>Goal 2: Eliminate disproportionalities in the engagement of students in school programs and activities.</p>	<p>Subgroups: Black or African American; Hispanic/Latino; Low Income/SocioEc Disadv; English learners;</p> <p>Students with Disabilities;</p>	All		<p>2.1 The percentage of student suspensions (including in-house suspensions) will be reduced by 25% at the secondary level and 5% at the elementary level from 2013-14 baseline data.</p> <p>2.2 The percentage of underrepresented</p>	<p>2.1 The percentage of student suspensions (including in-house suspensions) will be reduced by 20% at the secondary level and 4% at the elementary level from 2014-15 percentages.</p> <p>2.2 The percentage of underrepresented</p>	<p>2.1 The percentage of student suspensions (including in-house suspensions) will be reduced by 15% at the secondary level and 3% at the elementary level from the 2015-16 rates.</p> <p>2.2 The percentage of underrepresented</p>	<p>State:</p> <p>2) Implementation of State Standards; 5) Pupil engagement; 4) Student Achievement; 6) School climate; 7) Course Access</p> <p>Local:</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>Indians account for 1.2% of suspensions, Asian students account for 1% of suspensions, Pacific Islanders account for .7% of suspensions, Filipino students account for .05% of suspensions, African American students account for 2.5% of suspensions, White students account for 24% of suspensions, and Multiple Races/Missing Race students account for 2.6% of suspensions.</p> <p>2.2 Increase the percentage of underrepresented subgroup students that qualify for Gifted and Talented Education (GATE). In 2013-14, 14.8% of the total WJUSD population is identified for GATE. 54.2% are Hispanic, .8% are American Indian, 6% are Asian, .6% are Black/African American, .4% are Native Hawaiian/Other Pacific Islander, 36% are White, and 2.3% are Multiple/Missing.</p> <p>2.3 Ensure that students with special needs are identified and appropriately referred to the correct support services. In</p>		Foster Youth		<p>subgroup students that qualify for Gifted and Talented Education (GATE) will increase by 5% per year, from the 2013-14 baseline, until parity is reached.</p> <p>2.3 The percentage of students from all subgroups referred to special education, and the subsequent percentage of subgroup students identified for services, will remain proportionate to their population size in the district.</p> <p>2.4 The percentage of students from currently underrepresented subgroups</p>	<p>subgroup students that qualify for Gifted and Talented Education (GATE) will increase by 4%, from the 2014-15 rate, until parity is reached.</p> <p>2.3 The percentage of students from all subgroups referred to special education, and the subsequent percentage of subgroup students identified for services, will remain proportionate to their population size in the district.</p> <p>2.4 The percentage of students from currently underrepresented subgroups (Hispanic, African-</p>	<p>subgroup students that qualify for Gifted and Talented Education (GATE) will increase by 3%, from the 2015-16 rate, until parity is reached.</p> <p>2.3 The percentage of students from all subgroups referred to special education, and the subsequent percentage of subgroup students identified for services, will remain proportionate to their population size in the district.</p> <p>2.4 The percentage of students from currently underrepresented subgroups (Hispanic, African-</p>	Board Goal: 1	

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<p>2013-14, the percentage of Foster Youth in Special Education was 16%. In 2013-14, the total Special Education population was 1127 students. Of the District total, 1.1% are Asian, 65.1% are Hispanic, 25.2% are White, and 1% are Multiple Races.</p> <p>2.4 Increase the percentage of students from currently underrepresented subgroups enrolled in Advanced Placement (AP) courses and provide additional support to increase success thereby increasing course access.</p> <p>2.5 By increasing course access opportunities to sub-groups the percentage of graduating students from currently underrepresented subgroups will increase. The 2012-13 Cohort Graduation Rate for Hispanic students is 84%, American Indian is 66.7%, Asian is 85.7%, Filipino is 100%, African American is 100%, White is 91.2%, and Multiple Races is</p>					<p>(Hispanic, African-American, Low Income, English Learners) that are enrolled in Advanced Placement (AP) courses will increase by 5% per year, from the 2013-14 baseline, until parity is reached. The percent of Advanced Placement (AP) students, disaggregated by subgroup, that pass Advanced Placement (AP) exams with a score of 3 or higher will increase by 3% over the 2013-14 baseline.</p> <p>2.5 The percentage of graduating students who are from currently</p>	<p>American, Low Income, English Learners) that are enrolled in Advanced Placement (AP) courses will increase by 4% per year, from the 2014-15 rates, until parity is reached. The percent of Advanced Placement students, disaggregated by subgroup, that pass Advanced Placement exams with a score of 3 or higher will increase by 2.5% over the 2014-15 year.</p> <p>2.5 The percentage of graduating students who are from currently underrepresented</p>	<p>American, Low Income, English Learners) that are enrolled in Advanced Placement (AP) courses will increase by 3% per year, from the 2015-16 rates, until parity is reached. The percent of Advanced Placement (AP) students, disaggregated by subgroup, that pass Advanced Placement exams with a score of 3 or higher will increase by 2% over the 2015-16 year.</p> <p>2.5 The percentage of graduating students who are from currently underrepresented</p>	

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<p>75%; for English Learners, the Cohort Graduation Rate is 72.5%; for Migrant students, the rate is 82.8%; for Special Education students, the rate is 73.5%, and for Socioeconomically Disadvantaged students the rate is 72.3%. For all students, the Cohort Graduation Rate is 86.3%.</p> <p>Identified Metric:</p> <p>2.1 Student suspensions (including in-house suspensions) disaggregated by subgroup.</p> <p>2.2 Numbers of students identified for Gifted and Talented Education (GATE), disaggregated by subgroup.</p> <p>2.3 Number of students referred for Special Education, disaggregated by subgroup. Number of students identified for Special Education program participation disaggregated by subgroup.</p> <p>2.4 Advanced Placement (AP) course enrollment, disaggregated</p>					<p>underrepresented subgroups (Hispanic, African-American, Low Income, English Learners) will increase by 3% per year, from 2013-14 baseline, until parity is reached.</p>	<p>subgroups (Hispanic, African-American, Low Income, English Learners) will increase by 2.5%, from 2014-15 rates, until parity is reached.</p>	<p>subgroups (Hispanic, African-American, Low Income, English Learners) will increase by 2%, from 2015-16 rates, until parity is reached.</p>	

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by subgroup. Completion of Advanced Placement (AP) exams with a score of 3 or higher disaggregated by subgroup. 2.5 High school graduation rate, disaggregated by subgroup.								
<p>Identified Need:</p> <p>In order to improve the English proficiency and academic achievement of English learners, there is a need to:</p> <p>3.1 Increase the percentage of English learners making annual progress in learning English.</p> <p>3.2 Decrease the number of long term English learners (LTEL's) annually until there are no LTELs.</p> <p>Identified Metric:</p> <p>3.1 California English Language Development Test (CELDT) or the successor test, English Language Proficiency</p>	<p>Goal 3: Improve the English proficiency and academic achievement of English learners.</p>	English learners	All		<p>3.1 The percentage of English Learners (ELs) making annual progress in learning English will increase.</p> <ul style="list-style-type: none"> ▪ The percent of ELs making adequate annual progress toward English proficiency (AMAO 1) in 2014-15 will increase by 3% over the 2013-14 baseline. ▪ Percent of ELs attaining English proficiency 	<p>3.1 The percentage of English Learners (ELs) making annual progress in learning English will increase.</p> <ul style="list-style-type: none"> ▪ The percent of ELs making adequate annual progress toward English proficiency (AMAO 1) in 2015-16 will increase by 2.5% over the 2014-15 level. ▪ Percent of ELs attaining English proficiency 	<p>3.1 The percentage of English Learners (ELs) making annual progress in learning English will increase.</p> <ul style="list-style-type: none"> ▪ The percent of ELs making adequate annual progress toward English proficiency (AMAO 1) in 2015-16 will increase by 2% over the 2014-15 level. ▪ Percent of ELs attaining English proficiency 	<p>State:</p> <p>2) Implementation of State Standards; 4) Student Achievement; 7) Course Access</p> <p>Local:</p> <p>Board Goal: 2</p>

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<p>Assessments for California (ELPAC). In 2013-14, the percentage of English Learners making annual progress in learning English (AMAO 1) is 57.3%. In 2013-14, the percentage of English Learners attaining the English Proficient level on CELDT (AMAO 2) is 51.7%</p> <p>3.2 CELDT (or ELPAC) and California Measurement of Academic Performance and Progress (Smarter Balance Assessments); reclassification rate. In 2012-13, the percentage of students redesignated to Fluent English Proficient is 16.8%.</p>					<p>(AMAO 2) will increase in 2014-15 by 3% over the 2013-14 baseline.</p> <p>3.2 Percentage of Long Term English learners (LTELs) in 2014-15 will be 3% less than the 2013-14 baseline.</p>	<p>(AMAO 2) will increase in 2015-16 by 2.5% over the 2014-15 level.</p> <p>3.2 Percentage of long-term English learners (LTELs) in 2015-16 will be 2.5% less than the 2014-15 percentage.</p>	<p>(AMAO 2) will increase in 2015-16 by 2% over the 2015-16 level.</p> <p>3.2 Percentage of long-term English learners (LTELs) in 2015-16 will be 2% less than the 2014-15 percentage.</p>	
<p>Identified Need:</p> <p>4.1 Student physical fitness and wellness needs to improve as measured by the percentage of students in the Healthy Fitness Zone on the California Physical Fitness Test. In 2012-13, the percentage of students in the Healthy Fitness Zone in 5th</p>	<p>Goal 4: Improve student physical fitness and wellness.</p>	All	All		<p>4.1 The percentage of students in the Healthy Fitness Zone on the California Physical Fitness Test will increase by 3% from the 2013-14 baseline.</p>	<p>4.1 The percentage of students in the Healthy Fitness Zone on the California Physical Fitness Test will increase by 2.5% over the percentage in</p>	<p>4.1 The percentage of students in the Healthy Fitness Zone on the California Physical Fitness Test will increase by 2% over the percentage in</p>	<p>State:</p> <p>2) Implementation of State Standards;</p> <p>4) Student Achievement;</p> <p>8) Other Pupil Outcomes;</p> <p>6) School</p>

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<p>grade was 24.2%, in 7th grade, it was 31.1%, and in 9th grade, it was 26.4%.</p> <p>Identified Metric: California Physical Fitness Test</p>					2014-15.	2015-16.	Climate Local: Board Goal:3	
<p>Identified Need: In order to develop/maintain a culture and a climate in all district schools that are safe and promote active student engagement, there is a need to:</p> <p>5.1 Continue to promote a positive school culture by implementing programs such as BEST, PBIS, and conflict resolution.</p> <p>5.2 Implement an anti-bullying curriculum K-12.</p> <p>5.3 Review and update school safety plans and implement them fully. School safety plans may include such things as yard supervision and monitoring</p>	<p>Goal 5: Develop/maintain a culture and a climate in all district schools that are safe and promote active student engagement.</p>	All	All		<p>5.1 School climate will be improved at all district schools.</p> <ul style="list-style-type: none"> ▪ School climate baselines, as measured by 2014-15 school climate surveys, will be established. ▪ Student attendance rates will increase by .5% from the 2013-14 baseline attendance rates until the rate reaches 97% ▪ Chronic absence rates will 	<p>5.1 School climate will be improved at all district schools.</p> <ul style="list-style-type: none"> ▪ School climate will improve as measured by 2015-16 school climate surveys. Rate of improvement to be determined after 2014-15 baseline is established. ▪ Student attendance rates will increase by .5% from 2014-15 attendance rates until the rates 	<p>5.1 School climate will be improved at all district schools.</p> <ul style="list-style-type: none"> ▪ School climate will improve based as measured by 2016-17 school climate surveys. Rate of improvement to be determined after 2014-15 baseline is established. ▪ Student attendance rates will increase by .5% from 2015-16 attendance rates 	<p>State: 5) Pupil Engagement; 4) Student Achievement; 6) School Climate; 8) Other Pupil Outcomes; 1) Basic</p> <p>Local: Board Goal:1</p>

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<p>equipment.</p> <p>5.4 Maintain school facilities in good repair in accordance with the Facilities Inspection Tool (FIT) .</p> <p>Identified Metric:</p> <p>5.1 School climate survey such as California School Climate and Safety Survey (CSCSS) or the Safe Communities Safe Schools Program (SCSS) School Climate Surveys and rates of each of the following: Attendance (the District total percentage of attendance was 95.96% in 2012-13), chronic absenteeism, middle and high school dropouts (the cohort dropout rate for 2012-13 was 9.7% District-wide; for Hispanic students, the dropout rate was 11.5%, for Asian students the dropout rate was 11.9%, for Pacific Islander students the dropout rate was 20%, for White students, the dropout rate was 6.3%, and for Multiple Races, the dropout rate was 25%), the suspension rate</p>				<p>decrease by .5% from the 2013-14 baseline until the rate reaches 1%.</p> <ul style="list-style-type: none"> ▪ Middle and high school dropout rates will decrease by 1% from the 2013-14 baseline until they are at 0%. ▪ For suspension rates, see Goal 2. ▪ Maintain or reduce to 0.1% or less. <p>5.2 Students at all district schools will participate in an anti-bullying curriculum.</p> <p>5.3 School safety plans will be reviewed and updated.</p>	<p>reach 97%</p> <ul style="list-style-type: none"> ▪ Chronic absence rates will decrease by .5% from 2014-15 until the rate reaches 1%. ▪ Middle and high school dropout rates will decrease by 1% from 2014-15 until they are at 0%. ▪ For suspension rates, see Goal 2. ▪ Maintain or reduce to 0.1% or less. <p>5.2 Students at all district schools will participate in a anti-bullying curriculum.</p> <p>5.3 School safety plans will be reviewed annually and updated, as</p>	<p>until the rates reach 97%</p> <ul style="list-style-type: none"> ▪ Chronic absence rates will decrease by .5% from 2015-16 until the rate reaches 1%. ▪ Middle and high school dropout rates will decrease by 1% from 2015-16 until they are at 0%. ▪ For suspension rates, see Goal 2. ▪ Maintain or reduce to 0.1% or less. <p>5.2 Students at all district schools will participate in a anti-bullying curriculum.</p> <p>5.3 School safety plans will be reviewed annually</p>		

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<p>for 2012-13 was 8.6% and the expulsion rate for 2012-13 was .1%.</p> <p>5.2 Implementation of anti-bullying curricula at all sites</p> <p>5.3 Updated school safety plans</p> <p>5.4 Facilities Inspection Tool (FIT) quarterly reports.</p>					needed .	and updated, as needed.		
<p>Identified Need:</p> <p>In order to increase parents'/guardians' engagement with their children's education, there is a need to:</p> <p>6.1 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in district sponsored parent education activities.</p> <p>6.2 Increase the percentage of parents/guardians from currently underrepresented subgroups who are engaged in actively supporting their children's education at home.</p>	<p>Goal 6: Increase parents'/guardians' engagement with their children's education</p>	All	All		<p>6.1 The number of parents/guardians, from currently underrepresented subgroups, who are engaged in district sponsored parent education activities will increase by 10% from the 2013-14 base year.</p> <p>6.2 The district will establish a baseline for parents/guardians, from currently underrepresented subgroups, who are engaged in actively</p>	<p>6.1 The number of parents/guardians, from currently underrepresented subgroups, who are engaged in district sponsored parent education activities will increase by 8% from 2014-15 numbers.</p> <p>6.2 The percentage of parents/guardians, from currently underrepresented subgroups, who are engaged in actively supporting their</p>	<p>6.1 The number of parents/guardians, from currently underrepresented subgroups, who are engaged in district sponsored parent education activities will increase by 6% from 2015-16 numbers.</p> <p>6.2 The percentage of parents/guardians, from currently underrepresented subgroups, who are engaged in actively supporting their</p>	<p>State:</p> <p>3) Parent Involvement</p> <p>Local:</p> <p>Board Goal:1</p>

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<p>6.3 Increase the percentage of parents/guardians from currently underrepresented subgroups engaged in district/school committees and advisory groups.</p> <p>Identified Metric:</p> <p>6.1 Increase in the type of district sponsored parent education activities and the number/percentage of parents/guardians participating.</p> <p>6.2 Parent surveys.</p> <p>6.3 Increase in parents participating in district/school committees and advisory groups.</p>					<p>supporting their children's education at home.</p> <p>6.3 The percentage of parents/guardians, from currently underrepresented subgroups, engaged in district/school committees and groups will increase by 3% per year (from the 2013-14 base year) until parity is reached.</p>	<p>children's education at home will increase over 2014-15. Percent of increase to be determined based on 2014-15 baseline data.</p> <p>6.3 The percentage of parents/guardians, from currently underrepresented subgroups, engaged in district/school committees and groups will increase by 2.5% over the 2014-15 until parity is reached.</p>	<p>children's education at home will increase over 2015-16. Percent of increase to be determined based on 2014-15 baseline data.</p> <p>6.3 The percentage of parents/guardians, from currently underrepresented subgroups, engaged in district/school committees and groups will increase by 2% over the 2015-16 until parity is reached.</p>	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Ensure that students master the Common Core State Standards (CCSS) & Next Generation Science Standards (CA-NGSS) and are college and career ready.	State: 1) Basic; 2) Implementation of State Standards; 7) Course Access; 4) Pupil Achievement; 5) Pupil Engagement Local: Board Goals: 1,2	Continue to implement the district’s 3-Year Common Core Implementation Plan: <ul style="list-style-type: none"> Year 1 Common Core State Standards (CCSS) Implementation English language arts & literacy/English Language Development Adoption(s), K-12 	LEA-Wide		Year 1 Common Core State Standards (CCSS) Implementation \$1,974,800 State Allocation \$0	Year 1 Common Core State Standards (CCSS) Implementation \$1,025,200 State Allocation English language arts & literacy/English Language Development Adoption(s), K-12 \$1,000,000 Base Funding	Year 1 Common Core State Standards (CCSS) Implementation \$1,000,000 State Allocation \$0
Goal 1: Ensure that students master the Common Core State Standards	State: 1) Basic; 2) Implementation of State Standards; 7) Course Access;	Provide a range of programs designed to help ALL students develop their interests and	School-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
(CCSS) & Next Generation Science Standards (CA-NGSS) and are college and career ready.	4) Pupil Achievement; 5) Pupil Engagement Local: Board Goals:1,2	abilities in 21st Century Skills and graduate college and career ready: <ul style="list-style-type: none"> • PUENTE Program – open to all students with a focus on Latino and low socio-economic youth • Stem Education Programs – open to all • Expand AVID to elementary schools – open to all • Increase access to technology – open to all 			<p>\$80,000 Supplemental/ Concentration</p> <p>\$75,000 Supplemental/ Concentration - Project Lead the Way (WHS/PHS) \$25,000 and MESA \$50,000</p> <p>\$50,000 Supplemental/ Concentration</p> <p>\$85,000 Base Funding</p>	<p>\$80,000 Supplemental/ Concentration</p> <p>\$75,000 Supplemental/ Concentration- Project Lead the Way (WHS/PHS) \$25,000 and MESA \$50,000</p> <p>\$50,000 Supplemental/ Concentration</p> <p>\$150,000 Base Funding</p>	<p>\$80,000 Supplemental/ Concentration</p> <p>\$75,000 Supplemental/ Concentration- Project Lead the Way (WHS/PHS) \$25,000 and MESA \$50,000</p> <p>\$50,000 Supplemental/ Concentration</p> <p>\$200,000 Base Funding</p>
Goal 2: Eliminate disproportionalities in the engagement of students in school programs and activities.	State: 2) Implementation of State Standards; 5) Pupil engagement; 4) Student Achievement; 6)	Reduce disproportionality in Gifted and Talented Education (GATE)	LEA-wide		Expand services and implement a program to reduce disproportionality in Gifted and Talented Education	Expand services and implement a program to reduce disproportionality in Gifted and Talented Education	Expand services and implement a program to reduce disproportionality in Gifted and Talented Education

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	School climate; 7) Course Access Local: Board Goal:1				(GATE) \$40,000 Base Funding	(GATE) \$40,000 Base Funding	(GATE) \$40,000 Base Funding
Goal 2: Eliminate disproportionalities in the engagement of students in school programs and activities.	State: 2) Implementation of State Standards; 5) Pupil engagement; 4) Student Achievement; 6) School climate; 7) Course Access Local: Board Goal:1	Implement Student Study Team (SST) and Response to Intervention (RtI) processes to meet the needs of struggling students.	LEA-wide		Develop and implement a new Student Study Team (SST) process. \$50,000 Supplemental/ Concentration Year 1 only Develop and implement a full set of Response to Intervention (RtI) options and services, including support options for students. \$50,000 Supplemental/ Concentration Year 1 only Contract with an outside expert to provide counsel in	Provide Intervention teacher support at each elementary school. \$740,000 Supplemental/ Concentration (10 FTE X \$74,000 Direct services to students & provide PD support regarding differentiation and classroom interventions.) Provide .5 FTE Intervention Specialist support to each secondary school \$185,000 Supplemental/ Concentration (5 X .5 FTE @ \$35,000 each)	Provide Intervention teacher support at each elementary school. \$740,000 Supplemental/ Concentration (10 FTE X \$74,000 Direct services to students & provide PD support regarding differentiation and classroom interventions.) Provide .5 FTE Intervention Specialist support to each secondary school \$185,000 Supplemental/ Concentration (5 X .5 FTE @ \$35,000 each)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					the development of the new Student Study Team process and the Response to Intervention (RtI) plan. \$5,000 Supplemental/ Concentration Year 1 only Provide Intervention teacher support at each elementary school. \$740,000 Supplemental/ Concentration (10 FTE X \$74,000 Direct services to students & provide PD support regarding differentiation and classroom interventions.) Provide .5 FTE Intervention Specialist support to each secondary school \$185,000 Supplemental/ Concentration		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					(5 X .5 FTE @ \$35,000 each)		
Goal 2: Eliminate disproportionalities in the engagement of students in school programs and activities.	<p>State: 2) Implementation of State Standards; 5) Pupil engagement; 4) Student Achievement; 6) School climate; 7) Course Access</p> <p>Local: Board Goal:1</p>	<p>Reduce disproportionality in Advanced Placement Courses</p> <p>Target group – English Learners, Latino, low socio-economic youth</p>	School-wide		<p>Review and revise Advanced Placement (AP) course placement policies and provide professional development to counselors</p> <p>\$5,000 Supplemental/ Concentration</p> <p>Provide support to Advanced Placement (AP) students to increase the rate of successful completion of courses.</p> <p>\$60,000 Supplemental/ Concentration</p>	<p>Review and revise Advanced Placement (AP) course placement policies and provide professional development to counselors</p> <p>\$5,000 Supplemental/ Concentration</p> <p>Provide support to Advanced Placement (AP) students to increase the rate of successful completion of courses.</p> <p>\$60,000 Supplemental/ Concentration</p>	<p>Review and revise Advanced Placement (AP) course placement policies and provide professional development to counselors</p> <p>\$5,000 Supplemental/ Concentration</p> <p>Provide support to Advanced Placement (AP) students to increase the rate of successful completion of courses.</p> <p>\$60,000 Supplemental/ Concentration</p>
Goal 2: Eliminate disproportionalities in the engagement	State: 2) Implementation of State Standards;	Expand/Improve Student Progress Monitoring Systems			Purchase a digital portfolio system, and provide	Purchase a digital portfolio system, and provide	Purchase a digital portfolio system, and provide

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
of students in school programs and activities.	5) Pupil engagement; 4) Student Achievement; 6) School climate; 7) Course Access Local: Board Goal:1				accompanying professional development, in order to develop graduation plans and monitor student progress toward graduation \$35,000 Supplemental/ Concentration	accompanying professional development, in order to develop graduation plans and monitor student progress toward graduation \$35,000 Supplemental/ Concentration	accompanying professional development, in order to develop graduation plans and monitor student progress toward graduation \$35,000 Supplemental/ Concentration
Goal 3: Improve the English proficiency and academic achievement of English learners.	State: 2) Implementation of State Standards; 4) Student Achievement: 7) Course Access Local: Board Goal: 2	Implement a program to increase the percent of English Learners (ELs) making annual progress in English	LEA-wide Implement a program to increase the percent of English Learners (ELs) making annual progress in English		Provide full-time English Learner (EL) Specialist support at each school site, including peer coaching and monitoring of the English Learner Review Team (ELRT) process. \$1,073,000 Supplemental/ Concentration (14.5 FTE X \$74,000) Provide professional development related to Special	Provide full-time English Learner (EL) Specialist support at each school site, including peer coaching and monitoring of the English Learner Review Team (ELRT) process. \$1,073,000 Supplemental/ Concentration (14.5 FTE X \$74,000) Provide professional development related to Special	Provide full-time English Learner (EL) Specialist support at each school site, including peer coaching and monitoring of the English Learner Review Team (ELRT) process. \$1,073,000 Supplemental/ Concentration (14.5 FTE X \$74,000) Provide professional development related to Special

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Education/English Learners, instructional implications, and program implementation.</p> <p>\$21,600 Supplemental/ Concentration (2 days X 80 people X \$135 sub)</p> <p>Contract with an outside expert to support Special Education/English Learner professional development</p> <p>\$5,000 Supplemental/ Concentration</p> <p>Ensure that no more than two English language development (ELD) levels be included in any dedicated English language</p>	<p>Education/English Learners, instructional implications, and program implementation.</p> <p>\$21,600 Supplemental/ Concentration (2 days X 80 people X \$135 sub)</p> <p>Contract with an outside expert to support Special Education/English Learner professional development</p> <p>\$5,000 Supplemental/ Concentration</p> <p>Ensure that no more than two English language development (ELD) levels be included in any dedicated English language</p>	<p>Education/English Learners, instructional implications, and program implementation.</p> <p>\$21,600 Supplemental/ Concentration (2 days X 80 people X \$135 sub)</p> <p>Contract with an outside expert to support Special Education/English Learner professional development</p> <p>\$5,000 Supplemental/ Concentration</p> <p>Ensure that no more than two English language development (ELD) levels be included in any dedicated English language</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					development group (at the secondary level this may require adding English language development (ELD) sections to master schedule). \$90,000 Supplemental/ Concentration (6 sections X \$15,000ea)	development group (at the secondary level this may require adding English language development (ELD) sections to master schedule). \$90,000 Supplemental/ Concentration (6 sections X \$15,000ea)	development group (at the secondary level this may require adding English language development (ELD) sections to master schedule). \$90,000 Supplemental/ Concentration (6 sections X \$15,000ea)
					Increase the number of teachers who have received Guided Language Acquisition Design (GLAD) professional development \$187,500 Supplemental/ Concentration (75 X \$2,5000ea)	Increase the number of teachers who have received Guided Language Acquisition Design (GLAD) professional development \$187,500 Supplemental/ Concentration (75 X \$2,5000ea)	Increase the number of teachers who have received Guided Language Acquisition Design (GLAD) professional development \$187,500 Supplemental/ Concentration (75 X \$2,5000ea)
					Adopt a diagnostic	Adopt a diagnostic	Adopt a diagnostic

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					assessment for English learners that will enable teachers to identify and address the specific reading problems of English learners who have not made adequate progress in English language development. \$50,000 Supplemental/ Concentration	assessment for English learners that will enable teachers to identify and address the specific reading problems of English learners who have not made adequate progress in English language development. \$50,000 Supplemental/ Concentration	assessment for English learners that will enable teachers to identify and address the specific reading problems of English learners who have not made adequate progress in English language development. \$50,000 Supplemental/ Concentration
Goal 4: Improve student physical fitness and wellness.	State: 2) Implementation of State Standards; 4) Student Achievement; 8) Other Pupil Outcomes; 6) School Climate Local: Board Goal:3	Implement a daily physical fitness/wellness curriculum	LEA-wide		Update wellness policy and develop Unit Study Guides related to wellness and physical fitness. \$100,000 Supplemental/ Concentration Year 1 only Provide elementary teachers and counselors with	Provide secondary Physical Education/Health teachers with professional development related to wellness and physical fitness curriculum \$8,100 Supplemental/ Concentration (20 tchrs X 3 days X \$135/ sub)	Provide secondary Physical Education/Health teachers with professional development related to wellness and physical fitness curriculum \$8,100 Supplemental/ Concentration (20 tchrs X 3 days X \$135/ sub)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					professional development related to physical fitness and wellness curriculum. Contract with consultant for professional development. \$83,000 Supplemental/ Concentration (600 tchrs X \$130/ substitute) Year 1 only Provide secondary Physical Education/Health teachers with professional development related to wellness and physical fitness curriculum \$8,100 Supplemental/ Concentration (20 tchrs X 3 days X \$135/ sub)		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 5: Develop/maintain a culture and a climate in all district schools that are safe and promote active student engagement.</p>	<p>State: 5) Pupil Engagement; 4) Student Achievement; 6) School Climate; 8) Other Pupil Outcomes; 1) Basic</p> <p>Local: Board Goal: 1</p>	<p>All schools will promote/maintain a positive school culture and climate through the implementation of programs such as Positive Behavior Interventions & Supports, including Building Effective Schools Together (BEST), and conflict resolution.</p>	<p>School-wide</p>		<p>Hire 4 FTE Counselors for K-8 to provide counseling related to conflict resolution, social skills and anger management. \$320,000 Supplemental/ Concentration (4 counselors X \$80,000)</p> <p>Provide professional development to classified staff \$50,000 Base Funding</p> <p>Implement an anti-bullying curriculum and professional development, K-12 \$100,000</p>	<p>Hire 4 FTE Counselors for K-8 to provide counseling related to conflict resolution, social skills and anger management. \$320,000 Supplemental/ Concentration (4 counselors X \$80,000)</p> <p>Provide professional development to classified staff \$50,000 Base Funding</p> <p>Implement an anti-bullying curriculum and professional development, K-12 \$50,000</p>	<p>Hire 4 FTE Counselors for K-8 to provide counseling related to conflict resolution, social skills and anger management. \$320,000 Supplemental/ Concentration (4 counselors X \$80,000)</p> <p>Provide professional development to classified staff \$50,000 Base Funding</p> <p>Implement an anti-bullying curriculum and professional development, K-12 \$50,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Supplemental/ Concentration Provide staff with cultural proficiency professional development. \$75,000 Supplemental/ Concentration	Supplemental/ Concentration Provide staff with cultural proficiency professional development. \$100,000 Supplemental/ Concentration	Supplemental/ Concentration Provide staff with cultural proficiency professional development. \$100,000 Supplemental/ Concentration
Goal 6: Increase parents'/guardians' engagement with their children's education	State: 3) Parent Involvement Local: Board Goal:1	Increase parent engagement in parent education activities ALL parents	LEA-wide		Establish a Parent University program \$30,000 Supplemental/ Concentration (Childcare & light snacks)	Establish a Parent University program \$30,000 Supplemental/ Concentration (Childcare & light snacks)	Establish a Parent University program \$30,000 Supplemental/ Concentration (Childcare & light snacks)
Goal 6: Increase parents'/guardians' engagement with their children's education	State: 3) Parent Involvement Local: Board Goal:1	Increase parent engagement in actively supporting their children's education ALL parents	School-wide		Implement Kindergarten Parent Academies \$25,000 Supplemental/ Concentration	Implement Kindergarten Parent Academies \$25,000 Supplemental/ Concentration	Implement Kindergarten Parent Academies \$25,000 Supplemental/ Concentration
Goal 6: Increase	State:	Increase parent	School-wide		Continue to implement	Continue to implement	Continue to implement

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
parents'/guardians' engagement with their children's education	3) Parent Involvement Local: Board Goal:1	engagement in district/school committees ALL parents			English Learner Advisory Committees (ELAC) - No funds required. Parent meetings are facilitated by principals	English Learner Advisory Committees (ELAC) - No funds required. Parent meetings are facilitated by principals	English Learner Advisory Committees (ELAC) - No funds required. Parent meetings are facilitated by principals

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Eliminate disproportionalities in the engagement of students in school programs and activities.</p>	<p>State: 2) Implementation of State Standards; 5) Pupil engagement; 4) Student Achievement; 6) School climate; 7) Course Access</p> <p>Local: Board Goal:1</p>	<p>For low income pupils: Provide each school a Local Control and Accountability Plan, based on free and reduced lunch count, to be used for site-level Intervention support</p>	School-Wide		<p>Provide each school with a site allocation, based on free and reduced lunch count, for intervention services. \$500,491 Supplemental/ Concentration</p>	<p>Provide each school with a site allocation, based on free and reduced lunch count, for intervention services. \$500,491 Supplemental/ Concentration</p>	<p>Provide each school with a site allocation, based on free and reduced lunch count, for intervention services. \$500,491 Supplemental/ Concentration</p>
<p>Goal 5: Develop/maintain a culture and a climate in all district schools that are safe and promote active student engagement.</p>	<p>State: 5) Pupil engagement; School climate</p> <p>Local: Board Goal:1</p>	<p>For low income pupils: Contract with CommuniCare to provide counseling and conflict resolution services, K-12.</p>	LEA-Wide		<p>Contract with CommuniCare to provide counseling and conflict resolution services, K-12. \$45,000 Supplemental/ Concentration</p>	<p>Contract with CommuniCare to provide counseling and conflict resolution services, K-12. \$45,000 Supplemental/ Concentration</p>	<p>Contract with CommuniCare to provide counseling and conflict resolution services, K-12. \$45,000 Supplemental/ Concentration</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 3: Improve the English proficiency and academic achievement of English learners and redesignated English learners.</p>	<p>State: 2) Implementation of State Standards; 7) Course access</p> <p>Local: Board Goal: 2</p>	<p>For English learners and Redesignated English learners:</p> <p>Develop a process to prevent English learners from becoming Long Term English Learners (LTELs)</p>	<p>LEA-wide</p>		<p>Contract with an outside expert assist in the development of a plan to address the needs of Long Term English Learners (LTELs)</p> <p>\$50,000 Supplemental/ Concentration Year 1 & 2 only</p> <p>Implement strategies to address the needs of Long Term English Learners including: early identification, intervention and monitoring; English Learner Review Team / Academic conferences and intervention plans; Long Term English Learner pilot program at the secondary</p>	<p>Contract with an outside expert assist in the development of a plan to address the needs of Long Term English Learners (LTELs)</p> <p>\$25,000 Supplemental/ Concentration Year 1 & 2 only</p> <p>Implement strategies to address the needs of Long Term English Learners including: early identification, intervention and monitoring; English Learner Review Team / Academic conferences and intervention plans; Long Term English Learner pilot program at the secondary</p>	<p>Implement strategies to address the needs of Long Term English Learners including: early identification, intervention and monitoring; English Learner Review Team / Academic conferences and intervention plans; Long Term English Learner pilot program at the secondary schools; and</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					schools; and monitoring of the performance of redesignated English learners. \$100,000 Supplemental/ Concentration	schools; and monitoring of the performance of redesignated English learners. \$100,000 Supplemental/ Concentration	monitoring of the performance of redesignated English learners. \$100,000 Supplemental/ Concentration
Goal 6: Increase parents'/guardians' engagement with their children's education	State: 3) Parent Involvement Local: Board Goal:1	For foster youth: Hire 1 FTE program manager to provide outreach contact/support to foster youth and their families.	LEA-wide		Hire 1 FTE Parent University and Foster Youth Program manager to coordinate the Parent University and coordinate outreach to foster youth. \$74,000 Supplemental/ Concentration	Hire 1 FTE Parent University and Foster Youth Program manager to coordinate the Parent University and coordinate outreach to foster youth. \$74,000 Supplemental/ Concentration	Hire 1 FTE Parent University and Foster Youth Program manager to coordinate the Parent University and coordinate outreach to foster youth. \$74,000 Supplemental/ Concentration

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

The district utilized FCMAT's Local Control Funding Formula Calculator to calculate the district's Local Control Funding Formula including the supplemental and concentration allocation for the Local Control and Accountability Plan year 2014/2015. The unduplicated count of 71.64% was derived from CAL PADS reporting as of October 2013. In addition, the district utilized the Local Control Funding Formula GAP funding rate for the Local Control and Accountability Plan year 2014/2015 provided by School Services of California of 28.05% and the increase in supplemental and concentration above the amount of the prior year expenditures of \$1,662,684 on unduplicated students, calculated at \$5,885,418 and the minimum proportionality percentage is 9.10%.

Woodland Joint Unified School District will receive \$5,885,418 in Supplemental Local Control Funding Formula Funds beginning in 2014-15. These projections were calculated utilizing School Services of California Growth Rates as stated in their May Revise Dart Board and calculated based on the number of English learners, students identified as low income, and foster youth. This amount will increase to approximately \$6,746,640 in 2015-16 and \$7,635,933 in 2016-17. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

Woodland Joint Unified will offer a variety of programs and supports specifically for English learners, low income students and foster youth including:

- 1) Designed specifically to meet the needs of English learners - English Learner (EL) Specialist teachers at each school site; professional development for staff in Guided Language Acquisition (GLAD), related to Special Education/English Learners instructional implications and program implementation, how to address the needs of Long Term English Learners (LTELs), and cultural proficiency; additional English Language Development sections, if needed, at the secondary level to ensure that no more than two English Language Development levels are grouped together; a pilot program (secondary) for Long Term English Learners;
- 2) Designed specifically to meet the needs of Foster Youth – A Foster Youth Program manager to coordinate outreach/support for Foster Youth.
- 3) Designed specifically to meet the needs of low income students – A site LCAP allocation to provide site intervention support
- 4) Designed to support all students above (unduplicated pupils) - Intervention teacher support at each school site; AVID, Puente, MESA, STEM and Advanced Placement support; Student Study Team and Response to Intervention processes; mental health support, including drug/alcohol abuse and conflict resolution counseling; four K-8 counselors; implementation of a K-12 Anti-bullying curriculum; and a digital portfolio system to monitor student progress toward graduation.

Schoolwide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.

The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (unduplicated = 71.64%), there may be other students in need that the district cannot ignore. By providing the services identified without limitations, Woodland Joint Unified School District will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Woodland Joint Unified School District Local Control and Accountability Plan and addresses the needs of our district's English learners, Low-income students and Foster Youth.

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

Based on the Minimal Proportionality percentage below, services for Low-income students and English Learners are estimated to increase by 9.10% in 2014/2015. Low-income students, English Learners and Foster Youth will receive services including, but not limited to, English Learner (EL) Specialist teachers at every school, intervention teachers/specialists at all sites to provide, mental health supports, Counselors, Middle and High School Bridge programs, Puente and the AVID program. The district is quantitatively meeting the increased proportionality percentage of 9.10% by spending 5.8 million dollars to provide services to English Learners, low socioeconomic and Foster Youth students above the spending to all students.

Woodland Joint Unified School District - Proportionality Calculation				
	2013-14 Increase	2014-15 Increase	2015-16 Est. Increase	2016-17 Est. Increase
Estimated Total LCFF Funding	63,990,003	71,691,079	72,822,610	74,686,749
Less transportation	1,053,632	1,053,632	1,053,632	1,053,632
Less increase in Estimated Supplemental and Concentration Grants		4,222,734	861,222	889,293
(A) Base Grant (Excluding home to school transportation)	62,936,371	66,414,713	70,907,756	72,743,824
(B) Increase in Estimated Supplemental Grants	N/A	4,222,734	861,222	889,293
Cumulative Estimated Supplemental Funding		4,222,734	5,083,956	5,973,249
(C) Minimum Proportionate Increase or Improvement in services for low income/English learner/foster youth pupils as compared to the services provided to all pupils in that fiscal year. (= B/A)	N/A	9.10%	10.39%	11.59%

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